DOCUMENT RESUME

ED 383 915 CE 069 316

TITLE	Model Tech Prep Demonstration Project. Final Report.
INSTITUTION	Southern Maryland Educational Consortium, La Plata.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Mar 95
CONTRACT	V248A20033-92A
NOTE	211p.; For a final evaluation report, see CE 069 317. Newspaper articles and photographs in appendixes may not reproduce well.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Academic Education; *Articulation (Education); Case Studies; College School Cooperation; Community Colleges; *Consortia; *Demonstration Programs; High Schools; Occupational Clusters; Outcomes of Education; *Program Effectiveness; *Regional Planning; Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS	*Maryland (South)

ABSTRACT

The Southern Maryland Educational Consortium's Tech Prep Model Demonstration project is described in this final report. The consortium members are Calvert, Charles, and St. Mary's county school districts and Charles County Community College in southern Maryland. The project is based on a 4 + 2 model in which ninth-grade students develop career plans and follow career pathways in one of three technologies--health and human services, electronics and engineering, or business. The report highlights the following activities of the 2-year project grant period: 17 on-site visits were made; a total of 690 on-site visitors were received from 30 states, the District of Columbia, and five foreign countries; project staff made 221 presentations attended by an estimated 35,930 individuals; 24,378 information packets and 55,000 tech prep brochures were distributed; and project staff participated in the European International Teleconference on Tech Prep and School-to-Work. Appendixes constituting more than 90% of this document include the following: sample coordination team agendas; consortium objectives; lists of/information pertaining to site visits, national presentations, and technical assistance provided by project staff; project publicity materials; information about the independent firm hired to evaluate the project; project budget information and the counselor survey instrument. (MN)

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ED 383 915

U.S. Department of Education

MODEL TECH PREP DEMONSTRATION PROJECT

FINAL REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Submitted March 1995

by the
Southern Maryland Educational Consortium

One on-site binder has been submitted to the U.S. Department of Education with this final report

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SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
Tech Prep Model Demonstration Project

Highlights

October 1992 - December 1994

STATISTICS:

♦ On-Site Visits Conducted	17
♦ Total On-Site Visitors*	690
♦ Presentations Conducted	221
♦ Estimated Presentation Audience Total	35,390
♦ Information Packets Distributed**	24,378
♦ Tech Prep Brochures Distributed	55,000

** This figure includes visitors from 30 states, the District of Columbia, Chile, Australia, Malaysia, Turkey and Great Britain.*

*** This figure includes material packets distributed at presentations, on-site visits and through the mail.*

MEDIA:

- ♦ USA Today (2 articles)
- ♦ Washington Post (2 articles)
- ♦ NBC Nightly News (3-minute feature segment)
- ♦ European Commission International Teleconference on Tech Prep & School-to-Work

PROJECT INTRODUCTION

The Southern Maryland Educational Consortium (SMEC) is located in a region approximately 30 miles south of Washington, D.C. The Consortium was formed in June of 1989 by the president of Charles County Community College (CCCC) and the three school system superintendents from Calvert, Charles and St. Mary's counties. SMEC has been successful in implementing a systemwide, comprehensive tech prep model that through this Demonstration Project has received an extensive amount of national attention.

The U.S. Department of Education awarded the Demonstration Project grant to SMEC in Octobe of 1992. Since receiving this grant SMEC has established numerous technical assistance and dissemination activities designed to assist other consortia in the development and implementation of tech prep programs.

This report reflects activities throughout the two-year period of the grant, from October 1992 though December 1994. SMEC did receive a three-month no-cost extension from the U.S. Department of Education, for October 1994 through December 1994, to finalize the project evaluation.

PROJECT ADMINISTRATION / STAFF

The first activity completed under this Demonstration Project was the hiring of staff and an external project evaluator. The project director, Mary Byrski, was already on staff at CCCC. Ms. Byrski's job duties were refocused so that 50% of her time was appropriated to the Demonstration Project. A full-time project assistant, Joyce Rieman, was hired in January of 1993 and three part-time county coordinators were hired (one by each county) - Dr. James Dudley by Calvert County, Mrs. Patti Cuthbertson by Charles County and Mrs. Traci Wettengel by St. Mary's County. All three county coordinators began working in January of 1993. Traci Wettengel was replaced in July of 1993 by Mrs. Marion Steinbach and Marion was replaced in August of 1994 by Mr. Joe Baker. The resumes of the project director, the project assistant and each project coordinator are included in Appendix A.

The five positions listed above formed the SMEC Demonstration Project Coordination Team. This Team generally held meetings every two weeks to coordinate all aspects of the Demonstration Project. The Team meetings also enabled the staff to discuss issues and project concerns and to prioritize project activities. Samples of Coordination Team meeting agendas are included in Appendix A.

The SMEC Tech Prep Steering Committee provided overall project administration and oversight. This Steering Committee consists of three representatives from each county school system and from the community college. A complete list of Steering Committee members, consortium objectives and other related materials can be found in Appendix A.

SMEC contracted with COSMOS Corporation, a Washington, D.C. based consulting group, in January of 1993 to conduct the third-party project evaluation of the

Demonstration Project. Information regarding COSMOS Corporation and the project evaluation can be found in the evaluation section of this report and in Appendix H.

TECHNICAL ASSISTANCE ACTIVITIES

On-Site Visitations:

One of the primary technical assistance activities that SMEC agreed to offer to other consortia under this Demonstration Project was on-site visitations to Southern Maryland. Since October of 1992, SMEC hosted 17 scheduled on-site visitations and numerous special on-site visitations. Scheduled visitations were those primarily coordinated through the tri-county Coordination Team. Other special on-site visits were conducted by each county and the college on a per-request basis.

When individuals requested to visit Southern Maryland an on-site visitation package was mailed to them. Each packet contained information about the SMEC tech prep programs, on-site information such as dates, times and sample agendas, registration forms and a questionnaire to be completed by the requesting consortia regarding their project status and the types of individuals that they would be sending (e.g. principals, teachers).

This questionnaire allowed the Coordination Team to tailor each on-site visit to the participants' needs. For example, if a majority of participants were counselors, each county would make sure several counselors were available to speak to their counterparts. Or if a particular applied course, such as applied communication, was not being offered at the school system where the participants were to visit, the Coordination Team would bring an English teacher from another school system over to speak to the participants interested in that subject. Appendix B contains samples of

the materials included in the on-site visitation packets, as well as sample agendas and participant evaluations.

Most on-site visits were scheduled for one and one-half days, usually a Monday and Tuesday, with an overview session held on Sunday evenings. This format allowed visitors to travel to D.C. on a Saturday to save on airfare. Following the Sunday night introductory session participants were able to visit classrooms on both Monday and Tuesday mornings. The general format allowed for participants to visit two of the three school systems and to visit two high schools and one career/technology center.

Each on-site visit included observations in integrated and applied classrooms, small group discussions with counterparts, teacher and/or counselor panels, sessions on community college and business partner roles in tech prep, visits to technology classrooms and student panels. The majority of visitors enjoyed talking with the students. The students' candor and enthusiasm for the tech prep programs reinforced the convictions that many visitors had, or convinced some skeptics, that tech prep was an important educational reform.

Each on-site visitor received a 3" binder that contained a collection of materials from SMEC, each county school system and the community college. SMEC decided to produce these binders when visitors' requests for copies of materials became overwhelming. Visitors were interested in returning to their own consortia with new ideas and materials they could utilize. These on-site binders became so popular that individuals not visiting Southern Maryland began calling to request just the binder! The binders were extremely time consuming to produce and were collated by student interns and by local printers. One copy of an on-site binder is included with this final report to the U.S. Department of Education.

Approximately 690 individuals visited Southern Maryland from October 1992 through October 1994. The participants came from 30 different states, the District of Columbia and the countries of Chile, Malaysia, Turkey, Australia and Great Britain.

IMPACT: On-site visitations proved to be the most demanding, yet the most rewarding of all technical assistance activities. Regardless of how many procedures and standardized features SMEC attempted to implement, the Coordination Team wanted each on-site visit to be uniquely tailored to fit the needs of the individual participants. From the first on-site visit in January of 1993 to the October 1994 visit, agendas and arrangements were fine-tuned based upon comments provided by participant evaluations (see sample in Appendix B). There was a strong feeling that the visitors were spending their project dollars to travel to Southern Maryland and they deserved the best that we had to offer.

Special arrangements for some groups not only included agenda adjustments, but also special accommodations. One group from Pennsylvania left home at 5:00 a.m. to bring a busload of teachers and administrators to Southern Maryland, spending the entire day, not returning home until after 9:00 p.m. Another group from Maine did not have the budget to stay overnight, so local teachers, counselors and administrators opened their homes overnight to these visitors.

Hundreds of hours of volunteer time was spent on these visitations. For every visit, classrooms had to be disrupted and in many cases, substitutes had to be hired to cover classes for teachers so that they could spend time with the visitors. The demand on staff, both Consortium and school-based, became so overwhelming that SMEC developed a set schedule of on-site dates and visitors were not allowed except on these dates. Also, the number of visitors allowed for each on-site visit was limited

to approximately 50 people.

Visitors acknowledged that they generally gained more insight into developing tech prep from these on-site visits than from national conferences, due to the one-on-one interaction with counterparts who are actually implementing the program. These visits also allowed SMEC to pull together resources from all three counties, the community college and the community to showcase program highlights. These efforts not only helped visitors, but also assisted SMEC in bringing together ideas and individuals from throughout the tri-county region, especially teachers, many of whom rarely had the opportunity to work together.

Presentations:

Individuals from SMEC participated in 221 national, state and local conference and workshop presentations since October 1992. Some of the national conferences where SMEC members presented include:

- 1992, 1993 & 1994 National Tech Prep Network Spring Conferences;
- 1992, 1993 & 1994 NTPN Fall Conferences;
- 1992, 1993 & 1994 American Vocational Association National Conferences;
- 1993 National Association of Secondary School Principals Conference;
- 1992 & 1993 American Association of Community Colleges Conferences;
- 1992, 1993 & 1994 Southern Region Education Board Conferences.

Hundreds of additional regional and local presentations were also conducted based upon requests received, generally from other consortia sponsoring staff development workshops (see Appendix C for a complete listing). Demonstration grant monies were generally not used for local presentations. The requesting consortia in most cases paid for the travel expenses of the presenter(s). In some cases, SMEC did negotiate to pay up to fifty percent of the travel expenses depending upon the nature

of the workshop (e.g. if SMEC presenters could combine travel to regional or national workshops, as well as conduct the local presentations). SMEC developed travel guidelines and policies for members travelling under the Demonstration Project (see Appendix C).

It is estimated that SMEC members presented to over 35,390 people between October 1992 and December 1994. Local and regional presentations were conducted in over 35 states, the District of Columbia and the U.S. Virgin Islands.

IMPACT: The opportunity to showcase SMEC's experiences and successes to other consortia and colleagues provided an incentive to many local administrators and teachers to participate in the Demonstration Project activities. As mentioned above, the on-site visits took a considerable amount of time and energy on the part of numerous individuals who did not receive compensation for their efforts. Through the Demonstration Project SMEC was able to send hundreds of individuals, many of whom had seldom been able to travel out of state before, to present and to learn from their counterparts at these national conferences.

Another benefit for SMEC was the opportunity to "mix" presenters from throughout the tri-county area. Generally these were individuals who did not know each other and by travelling and presenting together, SMEC was able to create new linkages internally that led to new collaborative efforts for our own tech prep programs.

The national conference that allowed SMEC to have the greatest impact both internally and externally was the 1994 NTPN spring conference that was held in Baltimore, Maryland. Over one hundred SMEC members attended the conference, with approximately 50 individuals presenting (see sample agenda and participant list in Appendix C). One notable highlight was a SMEC presentation by students, teachers

and business representatives to the entire NTPN audience at the opening session.

Telephone Assistance:

A big part of providing technical assistance is simply reassuring people that the project can be done, that they are not alone and that you to have had the same problems that they are experiencing, yet you've been able to overcome the problems somehow. People are looking for ideas and practices which have been successful.

SMEC received hundreds of phone calls from individuals simply wanting to "talk". Generally callers wanted information on:

- the development of specific areas of tech prep (e.g. clusters);
- materials that SMEC had developed;
- on-site visitations;
- possible presenters for local workshops;
- evaluation data (several calls in 1994);
- research projects (several being conducted in 1994).

SMEC maintained a request log for callers. Appendix D contains a sample page from the log. Each callers name, address, phone number and the type of request was recorded.

Most callers wanted to speak to the project director, Mary Byrski, or to one of the county school sites regarding the topics listed above. The average technical assistance phone call lasted one hour and generated subsequent follow-up calls. It is estimated, conservatively, that over 800 hours of telephone technical assistance was provided by SMEC between October 1992 and December 1994.

IMPACT: People truly appreciated having someone to talk with. The overwhelming number of calls that were received was not anticipated in the beginning of the project. Publications by the NTPN and the U.S. Department of Education advertising the Demonstration Projects increased the number of phone requests. The

demand on staff time was extensive. Efforts were made by all staff to spend time assisting each caller and following-up with each request during business hours, leaving evenings and weekends to complete project activities that generally became backed-up. SMEC received several thank-you letters from appreciative individuals.

Summer Training Institute:

In the summers of 1993 & 1994, SMEC sponsored a Summer Training Institute (STI) for teachers, faculty, counselors and administrators. Both STI's were huge successes with 96 participants in 1993 and 42 in 1994. The focus of both STI's was to assist school staff in understanding teaching and learning styles and new teaching methodologies.

SMEC hired a staff development consulting organization, Performance Learning Systems, Inc. (PLS), to facilitate both Institutes (see Appendix E for additional details on PLS). In 1993 a regional planning committee was established consisting of SMEC staff and other coordinators from Maryland, West Virginia and Pennsylvania. The 1993 STI offered one PLS course to participants, "Teaching Through Learning Channels", which focuses on individual teaching and learning styles (see agenda in Appendix E). The STI was held in July of 1993 at the Solomon's Holiday Inn in Solomon's Island, Maryland. The Institute lasted three days with several evening activities, including a dinner with Dr. Dale Parnell as guest speaker and a boat cruise. The evaluations of the 1993 STI were overwhelmingly positive. Participants gave highest ratings to the PLS presentations and the hotel facilities.

Based upon the evaluations from the 1993 STI (see Appendix E) and regional meetings with 1993 participants, SMEC decided to offer three different workshops in

1994. The PLS course on cooperative learning strategies "Teaching Tomorrow's Workforce" was added as a second four-day workshop, along with a repeat of the 1993 course "Teaching Through Learning Channels". Participants had asked for a four-day workshop with shorter hours in 1994 rather than the 1993 format of three intensive days.

A third, one-day workshop was added for administrators entitled "Together Towards Tomorrow". Many teachers and counselors from 1993 felt that administrators needed to understand the reasoning behind new teaching strategies in order to support certain classroom changes. Approximately 35 administrators participated. The agenda and evaluations from the 1994 STI are included in Appendix E.

IMPACT: The individuals who participated in the STI were eager to learn and in general enjoyed themselves throughout the workshops. PLS made both STI's quality events with entertaining, professional instructors and excellent content. Approximately 20 of the 1993 participants returned for the second workshop in 1994 and many are already requesting a 1995 STI.

A tremendous amount of staff time went into making each STI a special event for the participants. Several teachers commented that they had rarely been treated so well at a conference by hotel and conference staff and by the facilitators.

DISSEMINATION ACTIVITIES

Materials/Requests:

SMEC developed and duplicated several materials to assist other consortia to implement tech prep. A materials order form was developed and distributed at national conferences. Consortia could receive one copy of most materials for free with SMEC charging for additional copies. A copy of the SMEC order form and samples of brochures are included in Appendix F.

Most materials distributed were combined into one binder, as mentioned above, for on-site visitors and for those making special requests. One copy of an on-site binder has been provided with this report.

SMEC distributed approximately 24,378 presentation and general information packets (this figure includes materials distributed at national conferences, on-site visits and through the mail). Approximately 35,000 tech prep student brochures (yellow brochure in Appendix F) and over 30,000 general tech prep brochures (small blue & white brochure in Appendix F) were also distributed.

IMPACT: The number of packets and brochures distributed is very conservative. It became very difficult to keep track of every request for materials to be mailed or distributed at conferences. After every national or local presentation, SMEC members would come back with handfuls of business cards requesting additional materials and copies of overheads.

The copying and printing budget originally proposed was expended by the spring of 1994. Monies from two other proposed projects had to be redistributed to accommodate the overwhelming number of requests for materials (see "Problems" section for additional details).

Media:

SMEC received extensive local and national media recognition for its tech prep model programs over the two years of the Demonstration Project including:

- Articles in the following national publications:
  - USA Today (2 articles);
  - Washington Post (2 articles);
  - Baltimore Sun;
  - AVA Journal;
  - NGA Journal;
  - AACC Journal;
  - AVA Tech Prep Marketing Manual;
  - CORD / NTPN Newsletters; and
  - CORD Communication Model Tech Prep Booklet;
- NBC Nightly News, 3-minute feature segment;
- European Commission international teleconference on tech prep and school-to-work; and
- Radio call-in show with Assistant Secretary of Education, Betsy Brand.

Copies of several newspaper articles can be found in Appendix G.

IMPACT: The media recognition served to generate more requests for SMEC materials, on-site visits and workshop presentations. It also helped SMEC's project internally by promoting tech prep and its' benefits to the local community and to parents.

PROJECT EVALUATION

In January of 1993, SMEC contracted with COSMOS Corporation, a Washington, D.C. based firm, to conduct a third-party tech prep evaluation. COSMOS had several years of experience in conducting educational research and evaluations of special projects. Information about COSMOS Corporation is included in Appendix H.

The initial task for COSMOS was to put together an evaluation plan for SMEC. This plan was completed in the summer of 1993. Parts of the SMEC Tech Prep

Evaluation Plan are included in Appendix H. In brief, each county chose two high schools and a career/technical center to participate in the evaluation. These nine sites and the community college worked with COSMOS during the spring and summer of 1994 to complete interviews and surveys and to collect data on the tech prep project.

COSMOS interviewed a sample of administrators and community college faculty and advisors and conducted surveys of all teachers and counselors at the nine high school sites. COSMOS also worked with each county and the community college to collect tech prep student data for the final evaluation report.

The executive summary of the final evaluation report presents a brief overview of the study design, case study findings, survey results, and recommendations for future data collection. Detailed findings of the Calvert, Charles, and St. Mary's case studies are presented in Chapters 2 through 4, respectively. Chapter 5 reports the findings of the community college case study. Chapter 6 summarizes the survey results across the three counties, while the detailed results are presented in Appendix E. Recommendations for future data collection are presented in Chapter 7. The report appendices include copies of the study data collection instruments and survey tables.

IMPACT: SMEC found that it did not have enough monies in the evaluation budget to evaluate all aspects of the project (e.g. surveys of students, control group development). Data collection also proved to be very challenging. Many data elements were not available at several of the school sites and the data collected varied from school system to school system. SMEC is in the process of developing a tech prep database program call "Prep Star" with a local contractor, based upon the need to provide more accurate data and information on tech prep, both internally and externally. Prep Star is being piloted in Calvert County and will hopefully be expanded to the

community college and the other two school systems in the near future.

SMEC's tech prep project is still only in its fourth full year of implementation. The first students with four years of tech prep experience will graduate from high school in the spring of 1995. Thus SMEC could not measure placement or follow-up data as might be expected. The key impact of the Demonstration Project evaluation will hopefully be the development and implementation of future data collection and analysis procedures on tech prep and student outcomes.

PROJECT PROBLEMS / SLIPPAGES / BUDGET CHANGES

Several of the problems encountered by SMEC have been discussed throughout this report. The biggest problems were generally the extensive demands on staff time for technical assistance and dissemination activities.

The project director and the three county coordinators were all part-time staff on this project. This proved to be unrealistic and in actuality each staff member worked well over 20 hours per week under this grant, especially for on-site visits.

Because of the demand on staff time and project resources, some activities under this project were not completed. Two projects in particular, the student videos and the tech prep process piece were not produced due to the demands on travel and printing budgets. SMEC also redirected monies to contract consultants to assist with the production of marketing and dissemination materials and with the Summer Training Institute.

The primary budget changes occurred in the areas of printing, travel and meeting supplies. Because of the publicity and the overwhelming number of requests SMEC received for materials and presenters at national conferences, original budget estimates

proved to be unrealistic. SMEC redirected monies from meeting supplies, which were not needed as much as anticipated, and from personnel to travel and printing budgets to allow SMEC members to participate primarily in the 1994 spring and fall NTPN national conferences and for materials to distributed at these conferences. The student videos and the process piece were also not produced because several other Demonstration Projects had produced similar videos and publications and SMEC did not want to spend monies reinventing what other had already done.

A final project budget is included in Appendix J.

FINAL COMMENTS

SMEC has been extremely pleased to have been chosen to participate in this Demonstration Project. The benefits to SMEC have far outweighed the problems and the demands. The ideas and the energy that resulted from our opportunity to participate in this project enabled SMEC to not only share our experiences but to gain insights from those we attempted to assist. From our interactions with the hundreds of individuals who came to visit Southern Maryland, to the interactions that occurred within our own consortium as we debated programmatic differences, we learned much that helped us to move our own programs in new directions. If we have any regret, it is only that this experience was all too brief.

SMEC wishes to thank the U.S. Department of Education for it's support and for allowing us to participate in such a beneficial project.

APPENDIX A

MARY A. BYRSKI

3009 Ashley Green Court
Waldorf, Maryland 20602
301-843-3626 (home)
301-934-2251 (work)

PROFESSIONAL EXPERIENCE

Director **2/91 - present**
Southern Maryland Educational Consortium, LaPlata, MD.
Direct a three county consortium of educators and area business representatives in the development and implementation of a special education reform initiative called technical preparation (tech prep). Serve as chair of consortium steering committee and several subcommittees. Manage multiple grant budgets, including a $510,000 demonstration grant recently received from the U.S. Department of Education to disseminate information regarding tech prep to others across the nation. Coordinate consortium curriculum and staff development initiatives. Review and analyze state and federal education policies and legislation. Serve as the primary spokesperson for the consortium at all local, state and federal meetings. Extensive writing experience with grant proposals, project reports, journal articles and promotional materials. Numerous presentations throughout Maryland and at national conferences. Manage a staff of four.

Policy Analyst/Specialist - Operations and Interagency Relations **3/89 - 2/91**
Michigan Human Investment Office, Lansing, MI.
Coordinated a statewide effort to redesign the job training system for the state of Michigan. Analyzed state policies and procedures. Researched, developed and tested alternative computer-related prototypes (hardware, software, "smart-card" technology). Created a system design for statewide integration. Interpreted and communicated policies and procedures to state and local level organizations. Served as a reader of local plans and grants for service delivery areas. Managed an automated job resource database and toll-free 1-800 job-line. Trained field representatives and wrote procedure and training manuals. Extensive networking with state level policy makers and administrators.

Program Director - Economic Development and Job Training **1/87 - 3/89**
Michigan Community College Association, Lansing, MI.
Directed a statewide effort to facilitate and enhance program and staff development at Michigan's 29 community colleges. Organized and managed a network of community college economic development and job training personnel. Planned and implemented a customized training institute for college practitioners working with business and industry. Assisted with the development and maintenance of a statewide computer-based telecommunication system. Produced and published a statewide directory and quarterly newsletters for the Network, as well as a yearly report on job training funds for the Michigan legislature. Collaborated with state agencies on the development of state policies regarding job training.

CERTIFICATION

I have read the following and certify that this curriculum vita is a current and accurate statement of my professional record.

Date: 11/14/91 Signature: James Dudley

VITA OF JAMES DUDLEY, Professor, Education Administration, Department of Education Policy, Planning, and Administration, College of Education, University of Maryland.

PERSONAL DATA

Address:	6185 Hallowing Point Road Prince Frederick, MD 20678
Telephone:	Home (301) 535-3845 Work (301) 405-3582
Date of Birth:	January 25, 1927
Place of Birth:	Livingston, Illinois
Marital Status:	Married; four children
Social Security:	352-20-3405

ACADEMIC BACKGROUND

Degrees:

Ed.D.	University of Illinois	1964
M.S.	Southern Illinois University	1957
B.A.	Southern Illinois University	1951

Additional formal training:

U.S. Navy: Radar technical training; aircraft flight and maintenance
National Youth Administration: Sheet metal, welding, metallurgy

Certification and licenses:

Lifetime All-Grades Administrative and Supervisory Certificate, State of Illinois
Lifetime Superintendent's Certificate, State of Illinois
Secondary Teaching Certificate, Social and Behavioral Science, State of Illinois

Honors and Citations:

Undergraduate Honors, Southern Illinois University
Honors Society - Phi Delta Phi (Sociology)

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Patricia D. Cuthbertson

1320 Allison Drive
Mechanicsville, Maryland 20659
(301) 373-2058

Career Objective: A position in a helping profession with opportunities to use psychological skills, display initiative, and assume responsibility.

EDUCATION

Frostburg State University
Frostburg, Maryland 21532

Major: Psychology
Preprofessional focus

Major Courses:

General Psychology	Introduction to Counseling
Child Psychology	Research Methods I & II
History and Systems	Health Psychology
Adolescence & Adulthood	Psychology of Adjustment
Psychology of the Exceptional Child	Experimental Analysis of Behavior
	Probability and Statistics

Senior Thesis: An independent study examining children's knowledge of sex sterotypes by having them draw pictures of males and females engaged in activity.

Honors, Organizations:

Psychology Club	Psi Chi-Psychology Honor Society
Kappa Mu Epsilon -Math Honor Society	Phi Eta Sigma - Freshman Honor Society

Beall High School
Frostburg, Maryland 21532

Diploma, June 1986

WORK EXPERIENCE

January 1993 Present	Board of Education of Charles County, P.O. Box D La Plata, Maryland 20646	Tech Prep Coordinator
July 1992 Present	St. Mary's Hospital Jefferson Street Leonardtown, Maryland	Mental Health Counselor
June 1990 August 1991	Fairfax County's Office for Children 3701 Pender Drive Fairfax, Virginia 22030	School-Age Childcare, Teacher I

Marian Randall Steinbach
1405 Forest Hall Drive
Mechanicsville, MD 20659

Career Objective: Curriculum Development

Education:

Advanced Professional Certificate (APC + 39)

M. Ed	University of Maryland (A&S)	50% completed
M.L.A.	Johns Hopkins University	1985
B.A.	Goucher College (Mathematics)	1976

Work Experience:

Tech Prep Coordinator for St. Mary's County 1993
Mathematics Teacher
St. Mary's County Public Schools Total 7 years
Department Chairperson 1992 - 1993
Great Mills High School 1985 - 1993
Baltimore County Public School Total 9 years
Perry Hall High School 1980 - 1985
Eastern Vocational Technical High School 1980-1981
Overlea High School 1976 - 1980

Professional Activities:

National Tech Prep Conference Anaheim, CA May 1993
Frostberg Mathematics Symposium,
Frostberg State University, April 1993
Presentation: "Building with Toothpicks in a Geometry Classroom"
Southern Regional Education Board (SREB)
Conference Atlanta, Georgia July 1992
Best Practice Presentation July 1992
National Tech Prep Conference Dallas, Texas
March 1992
Faculty Advisory Committee Chairperson 1991-1992
Attendance Committee SIT Co-Chairperson 1991-1992
Middle States Evaluation Co-Chairperson
1989 - 1991

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

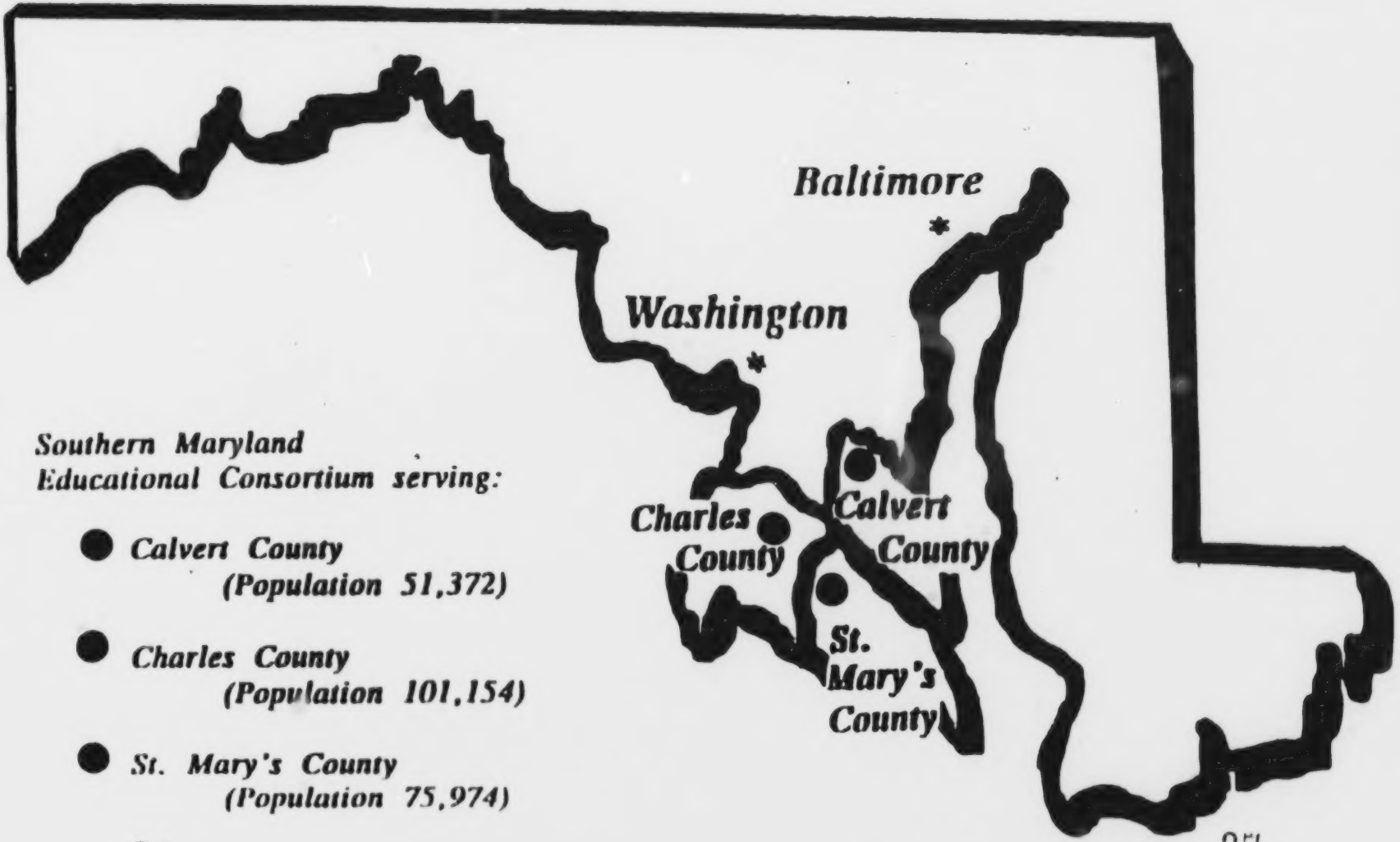
COORDINATION TEAM MEETING

March 29, 1994
9:00 a.m. - 12:00 noon

AGENDA

- **NTPN Conference**
  - Presentations
  - Registrations
  - Hotel Reservations
  - Hospitality Suite (Monday)
  - Post-Conference Session
- **SMEC April On-Site Visit**
  - Registrations/County Participation
  - Opening Session
  - Tuesday Activities
- **COSMOS Evaluation Update**
- **Integration Grant Feedback/Grant's Subcommittee Meeting**
- **Schedule Next Meeting(s)**

SOUTHERN MARYLAND REGION



Southern Maryland Educational Consortium serving:

- *Calvert County (Population 51,372)*
- *Charles County (Population 101,154)*
- *St. Mary's County (Population 75,974)*

CONSORTIUM:

Dr. John Sine, President
Charles County Community College

Dr. William J. Moloney, Superintendent
Calvert County Public Schools

Dr. Robert Carter, Superintendent
Board of Education Charles County

Dr. Joan Kozlovsky, Superintendent
St. Mary's County Public Schools

EXECUTIVE STEERING COMMITTEE:

(see enclosed contact list)

Three representatives from each county school system and the community college. Ex-officio members: Consortium Director; Three County Coordinators (one has been appointed as a voting member); Director of Regional Technology Council; and a representative from Maryland State Department of Education, Division of Career, Technology and Adult Learning (DCTAL)

PROJECT COORDINATION TEAM/STAFF:

Consortium Director; Project Assistant; Three County Coordinators

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

CONTACT SHEET

CONSORTIUM DIRECTOR	**Mary Byrski** c/o Charles County Community College Box 910, Mitchell Road La Plata, Maryland 20646-0910 **PHONE: (301) 934-0730** FAX: (301) 934-0779
TECH PREP PROJECT ASSISTANT	**Joyce E. Rieman** c/o Charles County Community College Box 910, Mitchell Road La Plata, Maryland 20646-0910 **PHONE: (301) 934-0730** FAX: (301) 934-0779
CALVERT COUNTY COORDINATOR OF TECH PREP	**James Dudley** Calvert County Public Schools 1305 Dares Beach Road Prince Frederick, Maryland 20678 **PHONE: (410) 535-7287** FAX: (410) 535-7298
CHARLES COUNTY TECH PREP COORDINATOR	**Pattie Cuthbertson** Charles County Board of Education P.O. Box D La Plata, Maryland 20646 **PHONE: (301) 932-6610** FAX: (301) 932-6630
ST. MARY'S COUNTY TECH PREP FACILITATOR	**Marian Steinbach** Office of Career and Technology Education Route 1, Box 49-2 Leonardtown, Maryland 20650 **PHONE: (301) 475-5415** FAX: (301) 475-5420

Resolution to Establish the

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

WHEREAS, the Counties of Calvert, Charles and St. Mary's are committed to providing quality educational opportunities to residents, and

WHEREAS, Charles County Community College is committed to serving the citizens of each county through a variety of educational services, and

WHEREAS, the public school systems and community college acknowledge that the quality and variety of educational offerings will be enhanced through strong, cooperative efforts which emphasize continuity of learning for students, and

WHEREAS, The success of regional economic development initiatives depends upon a well-educated, skilled labor force;

BE IT THEREFORE RESOLVED that the superintendents of the county public school systems and the president of the community college join together to establish the SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM for the purpose of developing strong cooperative programs which prepare students for a variety of career opportunities. These cooperative efforts will include tech prep programs, expanded articulation agreements and joint programs for special populations.

Eugene M. Karol, Superintendent
Calvert County Public Schools

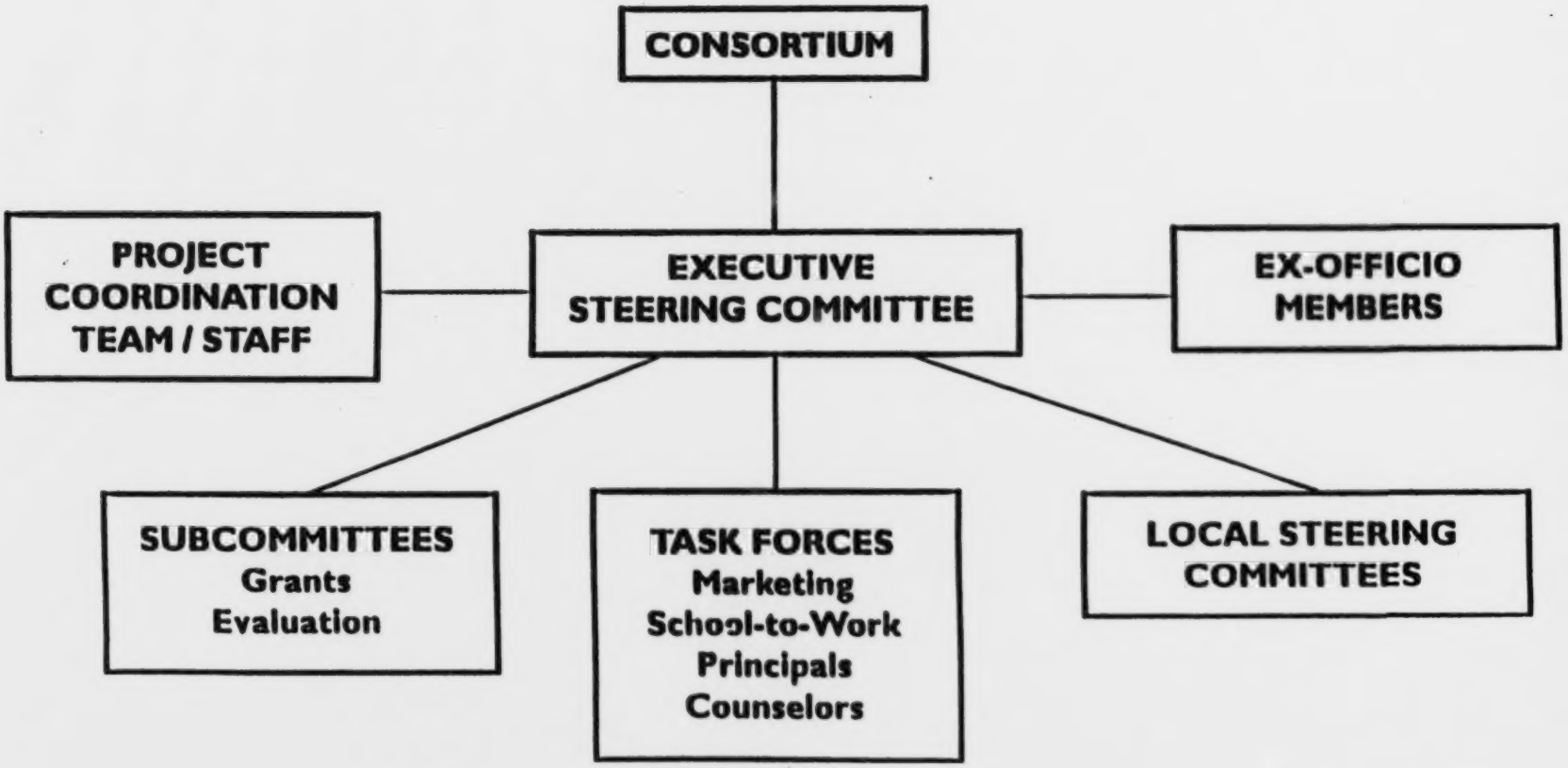
John H. Bloom, Superintendent
Charles County Public Schools

William Burroughs, Superintendent
St. Mary's Public Schools

John M. Sine, President
Charles County Community College

June 14, 1989
Date

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
Organizational Structure



SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

Objectives and Goals

1. Develop and implement instructional strategies that will ensure the integration of academic and career and technology education courses/materials.

2. Address local and regional labor market needs by preparing students with the technical, academic and critical thinking skills needed to compete in today's workforce.

3. Ensure that every student has the necessary preparation to reach his/her career goals through a focused plan of study which includes a destination following secondary school.

4. Provide clear, concise information to high school counselors, teachers, students and parents on technical careers and the preparation needed for postsecondary programs.

5. Assure that all Tech Prep students complete a challenging academic and/or career and technology program.

6. Assure that recent high school graduates continue their plans of study in articulated or other related programs at the community college.

7. Provide meaningful direction, expertise, and resources to other consortia, school systems and community colleges on the development of Tech Prep programs.

8. Expand partnerships with employers to supplement classroom instruction with practical work-site experiences (e.g. youth apprenticeship, cooperative education and other school-to-work activities).

9. Articulate local community college programs with secondary school systems and with related bachelor degree program(s) at Maryland Public Instructions/Universities wherever possible.

10. Develop and implement an evaluation model to demonstrate program effectiveness and facilitate program improvement.

11. Seek financial and other resources to sustain the implementation of Tech Prep programs.

APPENDIX B

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1993 & 1994 ON-SITE VISITATIONS

Winter / Spring 1993

January 11 & 12	Various Groups
March 6, 7 & 8	Various Groups
March 17	U.S. DOE & MD Governor's Office
March 30	Anne Arundel County, MD
April 19 & 20	Various Groups
May 17	Fulton County, PA

Fall 1993

September 9	Santiago, Chile (Agency for International Development - AID)
October 6	National Governor's Association
October 10, 11 & 12	Various Groups
November 7, 8 & 9	Various Groups
November 29	Malaysian Study Group & The Kaufman Foundation
December 10	American Youth Policy Forum

Winter/Spring 1994

January 9, 10 & 11	Various Groups
March 6, 7 & 8	Various Groups
April 12 & 13	NTPN National Conference - Post Conference Site Visit - Various Groups
June	Turkish Delegation (CORD Communication)
October 17 & 18	Clinton, MO

* Sample listing - Does not reflect all visitors!

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
ON-SITE VISIT PARTICIPANTS LIST
October 1992 - December 1994

TOTAL : 690

No. of Participants	Consortium
1	Arizona, Phoenix, Arizona State Community College Board
19	Delaware, Frandford, Indian River School District
25	Delaware, Georgetown, Delaware Technical & Community College
11	Delaware, Milford, Milford School District
2	Illinois, Chicago, Calument High School
3	Illinois, Crystal Lake, McHenry County College, District 528
3	Illinois, Huntley, Huntley High School
6	Indiana, Greenwood, Center Grove Community School
1	Indiana, Lafayette, Indiana Trails Career Cooperative

4	Indiana, Monticello, Twin Lakes High School
3	Iowa, Council Bluffs, Area 13 Consortium
1	Iowa, Sioux City, Sioux City Community Schools
7	Kentucky, Harlan, Harlan County Schools
8	Louisiana, Shreveport, Northwest Louisiana Tech Prep Consortium
25	Maine, Auburn, Central Maine Tech/Prep Consortium
6	Malaysia, Lumpur, Malaysian Study Group
3	Maryland, Annapolis, Maryland State Governor's Office
4	Maryland, Dorchester, Dorchester Board of Education
7	Maryland, Easton, Talbot County Public Schools
6	Maryland, Columbia, Howard County Educational Consortium
2	Minnesota, Duluth, Northeast Minnesota Tech Prep
10	Minnesota, Hutchinson, Mid-Minnesota Technical Education Consortium
7	Minnesota, Cambridge, Oak Land Tech Prep Consortium
2	Mississippi, Meridian, Meridian Community College

2	Missouri, Kansas City, Kauffman Foundation
10	Missouri, Jefferson City, Northern Missouri Tech Prep Consortium
20	Missouri, Linn, Linn Technical College
4	Missouri, Webb City, Webb City School District R-VII
4	Ohio, Sylvania, Sylvania Schools
1	Oregon, Gresham, Mt. Hood Community College
9	Oregon, Salem, McNary High School
1	Pennsylvania, Lancaster, School District of Lancaster
4	Pennsylvania, Limerick, Western Montgomery County Area Vocational-Technical School
10	Pennsylvania, McConnellsburg, Fulton County Area Vocational Technical School
17	Pennsylvania, McVeytown, Tuscarora Intermediate Unit #11
10	Pennsylvania, Oley, Oley Valley School District
97	Pennsylvania, Willow Street, Lancaster-Lebanon Tech Prep Consortium
4	Pennsylvania, Windber, Hiram G. Andrews Tech Prep Consortium
15	South Dakota, Watertown, Lake Area Multi-District

7	Virginia, Leesburg, Loudoun County Public Schools
7	Washington, Tacoma, Clover Park School District
60	Washington, D.C. American Youth Policy Forum
2	Washington, D.C., District of Colmbia Public Schools
4	Washington, D.C., National Governor's Association
4	Washington, D.C., U.S. Agency for International Development Santiago, Chile
14	West Virginia, Madison, Boone County Schools
4	West Virginia, Point Pleasant, Mason County Schools

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1993 & 1994 ON-SITE VISITATIONS

Winter / Spring 1993

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TECH PREP
SOUTHERN MARYLAND

MEMORANDUM

TO: Potential On-Site Participants

FROM: Joyce Rieman, Tech Prep Project Assistant

DATE: June 03, 1994

RE: Fall 1994 On-Site Visit Details

Enclosed please find a sample overview agenda, registration information and form, and various other details regarding the on-site visits to Southern Maryland. A sample agenda from our April on-site visit is also included in order to give you an idea of what has been covered in past on-site visits. Special requests can be accommodated as long as we have advanced notice (e.g. if you are particularly interested in applied courses, we can focus the visit on that topic, or if your school system is just beginning to implement tech prep or in a more advanced level of tech prep, we can adjust the visit for your level of experience and interest).

Please mail me the registration forms and information surveys as soon as possible. This information will help us in finalizing the agenda and luncheon plans.

Also please note, space for our site visits is limited. We must take people on a first-come, first-serve basis. To reserve/confirm space we must have the registration forms with the names of the participants.

If you have any questions or concerns, call me at (301) 934-0730 or call Mary Byrski, Project Director at the same number.

enclousures

Plaza, MD 20646 • (301) 934-0730 • (301) 934-0773

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

On-site Visit Details

Registration fee: $50.00 per person covers Tuesday night refreshments, Wednesday lunch & continental breakfast, and the cost of a Tech Prep Binder and some other materials.

Registration fees should be mailed to the Project Director prior to the site visit. However, please send the list of participants without payment if necessary.

Make all checks payable to Charles County Community College.

Use the enclosed registration form to list all individuals that will attend the site visit.

Accommodations: A block of rooms has been reserved at the Holiday Inn in Solomon's Island for Tuesday evening. The Holiday Inn is located near the Patuxent River and the Chesapeake Bay.
This hotel is centrally located to Calvert and St. Mary's County Public Schools. Other hotel accommodations, closer to D.C. or Baltimore, can be arranged upon request.

Holiday Inn - Solomon's Island
(room block under code - TEC)
PHONE: 410-326-6311

Rates: $55.24 single
$61.24 double

Early Arrivals: For those arriving on Saturday and wishing to tour D.C. or Baltimore, please contact Mary Byrski, Project Director, or Joyce Rieman, Project Assistant, for materials and additional details, including hotel and tourist information (some hotel suggestions are enclosed).

Flying: Use either Baltimore/Washington International or Washington National Airport (Both airports are about 2 hours from Solomon's Island). Use the airport nearest the city you wish to visit on the weekend.

Driving: Maps of Maryland and directions to your assigned high school/county site visits will be sent prior to the on-site visit.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
On-Site Visit

April 18, 19 and 20, 1993

SAMPLE OVERVIEW AGENDA

***This agenda and the locations are subject to change. This is only a sample!!**

Sunday, April 18 **Solomon's Island Holiday Inn**

6:00 p.m. - 8:00 p.m. **Overview of Consortium and County Tech Prep Models**
Mary Byrski, Consortium Director

Establishing the Need Locally, Developing the Model and Marketing the Concept
Steve Olczak, Principal Chopticon High School

Overview of Monday's Activities
Tracey Wetengel, Tech Prep Coordinator St. Mary's County

Monday, April 19 **Leonardtown High School**

8:00 a.m. - 11:30 a.m. **Classroom Visits**

Breakout Sessions with Counterparts:
Principals/Administrators
Counselors
Teachers

St. Mary's County Tech Center

11:30 a.m. - 12:15 p.m. **Lunch**

12:30 p.m. - 3:00 p.m. **Visit Vocational Support Services Team**

Mini-Presentations:
Technology Exploration Course
Role of the Community College
Business/Industry Partnerships

Discussion Session with Students

Marketing Overview

Wrap-Up, Overview of Tuesday Activities & Evaluation

6:00 p.m. **Dinner (*Those wishing to dine as a group will meet at the Lighthouse Inn in Solomon's Island. Dinner is NOT included in your registration.**

Tuesday, April 20	Charles County
7:45 a.m.	Leave Solomon's Holiday Inn (you must check out before this time)
7:45 a.m. - 9:00 a.m.	Travel time to Vo-Tech Center
9:00 a.m. - 10:05 a.m.	Charles County Vo-Tech Center
	Session on Integration Activities
	Brief Tour / Q & A Session
10:15 a.m. - 11:00 am.	McDonough High School
	Visit Career Development Center
11:15 a.m. - 12:00 noon	Westlake High School
	Technology Education Class
	Evaluation / Wrap Up
	Lunch on your own

Thank you for visiting Southern Maryland!!

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

On-site Visit
Registration Form

Please list all individuals that will be participating in the site visit.

Copy this form if necessary.

Name: _____

Title: _____

School/
Consortium _____

Phone: _____

Name: _____

Title: _____

School/
Consortium _____

Phone: _____

Name: _____

Title: _____

School/
Consortium _____

Phone: _____

Name: _____

Title: _____

School/
Consortium _____

Phone: _____

Mail forms and checks to: Mary Byrski;
Southern Maryland Educational
Consortium; c/o CCCC;
P.O. Box 910; LaPlata, MD 20646

If you wish to visit the community college as part of your site visit check here: _____

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
On-Site Visit Question Sheet

Please have each member of your delegation fill out the following form if possible. At some time during the site visit we will try to answer all questions that we receive.

Please list the questions that you would like to have answered during the site visit (or the concerns/issues that are most pressing to you and/or your consortium).

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

Copy for additional sheets or use back of form if necessary.

NAME (optional): _____

SCHOOL/CONSORTIUM: _____

PLEASE MAIL OR FAX THIS FORM BY OCTOBER 4, 1993 (OR NOVEMBER 1, 1993 FOR THE NOVEMBER VISIT) TO:

Mary Byrski
Southern Maryland Educational Consortium
c/o Charles County Community College/CAR DEPT.
P.O. Box 910
La Plata, MD 20646

or

FAX: (301) 934-5255

(If all else fails, please bring this form with you and give it to Mary on Sunday evening!!)

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

Pennsylvania (Lebanon and Lancaster Counties)
On-Site Visitation to the

Calvert County Public Schools
Technology Preparation Program

Calvert Career Center
April 19, 1993
10:00 A.M. - 3:00 P.M.

A G E N D A

10:00 A.M.

Welcome, Introductions, and Orientation and Overview

Welcome Remarks and Orientation . . . . . Dr. Horsmon

Overview of Program . . . . . Dr. Marlett

Classroom Visitation Schedule*
(Visitors should select appropriate classes to visit)

10:10 - 10:40 Host: Mr. Michael	Applied Mathematics Instructor: John Iaquinta Room 414 - CHS
10:55 - 11:35 Host: Dr. Cunningham	Applied Economics Instructor: Anita Shepherd Room 507 - CHS
10:55 - 11:40 Host: VICA Student	Computer Assisted Drafting I Instructor: Robert Harvey Career Center
10:55 - 11:40 Host: Mrs. Elaine Bradley	Geriatric Aide I & II Instructor: Brenda Poag Career Center
10:55 - 11:40 Host: Mrs. Holler	Child Care I Instructor: Donna Davidson Career Center
11:45 - 12:20 Host: Dr. Moulton	Chemistry in the Community Instructor: Suzanne Kistler Room 524 - CHS

*When not visiting classes, attend one or more of the roundtable discussions.

**Please welcome our exchange teacher from Mexico City,
Mr. Jorge Garcia-Valencia.

12:30 - 1:00 p.m. Host: Dr. Parent	Principles of Technology Instructor: Stewart Butler Career Center	
12:30 - 1:00 Host: Vica Student	Business Computer Technology Instructor: Sheila Moore Room 502 - CHS	

10:40 - 11:30 Hosts:	Roundtable Discussions (Concurrent with Class Visitation) Resource People to Discuss Issues and Concerns, and Respond to Visiting Team Member Questions in Area of:	
Mr. Brown	• Counseling - [For Teachers & Admin. Counselors Session at 1:00 p.m.]	Mary Horsmon Mary Ann Uhlan Jack Brown Room: Counseling Center (CHS)
Dr. Horsmon	• Administration - [For Counselors & Teachers Admin. Session at 1:00 p.m.]	Dr. Horsmon Mr. Tucker Room: Principal's Office (CHS)
Mrs. Datcher	• Program Development - [For ALL Groups]	Mrs. Datcher Dr. Moulton Mr. Michael Room: Maryland's Tomorrow Room (CCC)
Dr. Marlett	• Staff Development - [For ALL Groups]	Dr. Marlett Dr. Dudley Room: Vocational Evaluation Area (CCC)
Mrs. Bradley	• VICA Students - Program Impressions [For ALL Groups]	Victoria Bradley Tammy Rawlings Scott Lester

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11:45 - 1:00 Lunch - Prepared by Mr. Mannion and his Food Production Students

Lunch will be served buffet style. Visitors and staff should select a time for lunch which meshes with their personal schedule.

To the extent possible, hosts are encouraged to take lunch with visitors whose job assignments are similar to theirs. Lunch should be viewed as an opportunity for sharing informaiton on Tech Prep. Staff overflow should use Faculty Lounge - table arrangements are ready.

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1:00 - 2:30 p.m. **Breakout Groups (Select the one that interests you)**

Applied Academics:

Topics:
- Course Development
- Integration of Academics/Applied
- Student Accountability: Measures/Process
- Instructional Approaches
- Staff Development
- Issues, Concerns, Questions

Mathematics: Room: 408 (CHS
Host Team: Kevin Michael, Jayme Cockrell, Robert Hanvey, Scott Rager (Charles County), and Students

Science: Room: 519
Host Team: Glen Moulton, Suzanne Kistler, Gary Graff, Stewart Butler and Students

Communications (English/Business/VICA): Room: 418 (CHS)
Host Team: Delores Datcher, Frank Finan, Mary Szczyglowski (St. Mary's County), Maureen Klem and Elaine Bradley

Counseling Services: Counselors Conference Room

Topics:
- Four Year Plans
- Articulation: Programs/Courses
- Monitoring Student Progress
- Parent Involvement
- Middle School Segment
- Issues, Concerns, Questions

Host Team: Mrs. Horsmon, Mrs. Uhlan, Mr. Brown, Mrs. Holler, Mrs. Nichols

Administration: Principal's Office

Topics:
- Marketing the Plan
- Supervision and Coordination
- Data Based Management
- Program Identification (Fitting Programs to Job Market Trends)
- Partnerships (Coop, Interns, Apprentice, Advisory Board)
- Issues, Concerns, Questions

Host Team: Dr. Marlett, Mr. Tucker, Dr. Parent, Dr. Horsmon, and Mrs. Holler (2:00 p.m.)

2:30 - 3:00 p.m. **Wrap Up and Evaluation of Day's Activities**
Dr. Dudley
Career Center Dining Hall

*Visitors: Please pick-up visitor mementos prior to boarding bus for return trip

Proposed Schedule of Activities
For April 19, 1993 Visitation: (Some Considerations)

A. Logistics

1. Visitors. Approximately 50 educators from the Lancaster-Lebanon Counties in Pennsylvania. The mix will include teachers (around 30), principals, counselors, and some central office administrators. Most, if not all, will come from high schools as opposed to vocational/career centers.

2. Time Frame. The group will be with us from about 10:00 a.m. until 3:00 p.m. It will be traveling by bus - a trip of some 3.5 hours without a stop.

3. Objectives. It is the aspiration of those responsible for planning the visit that members of the group will be able to visit classes which evidence applied academics in such areas as mathematics, science, and communications along with applications of technology such as CAD and Principles of Technology. In addition, they desire an extended opportunity to interact with teachers, counselors and administrators on a wide range of topics. An overriding concern is that this be a positive experience - they need to hear about the "growing pains" that we've experienced, but they also want to hear success stories and how they came about. They don't want a sales job; their teachers have "bought" the concept - they really are interested more in the "how to" than the "why."

4. Local Accommodations. We spent a large portion of Tuesday, February 22, in a planning session with group leaders from Pennsylvania and informed them of the "bad fit" between their expectations and their travel plans. We encouraged them to arrive much earlier and to plan on spending that time in classrooms where these things are happening. Unfortunately, they can't alter their travel plans so we are going to do what we can to rearrange the schedule of activities that we proposed. Dr. Marlett has agreed to talk with members of the Calvert High Staff on "staging" a class at a time when our visitors are present since those classes meet at a time earlier than the group's planned arrival. We are also proposing orientation and discussion sessions that "wrap" around class visits. Finally, Mr. Mannion will provide a buffet luncheon so that groups can arrive at the dining room at different times. Visitors and hosts may select anytime between 11:45 a.m. and 1:00 p.m. Special assistance will be provided by Mr. Mannion's Food Production students.

5. Planned Classroom Visitations

• Applied Mathematics	10:00 a.m.
• Applied Economics	10:55 a.m.
• Computer Assisted Drafting I	10:55 a.m.
• Geriatric Aide I & II	10:55 a.m.
• Child Care I	10:55 a.m.
• Chemistry of the Community	11:45 a.m.
• Principles of Technology	12:30 p.m.
• Business Comp. Technology	12:30 a.m.

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TECH PREP SITE VISIT
Westlake High School
Charles County Public Schools
TUESDAY, MARCH 8, 1994

8:00- 8:30	Continental Breakfast	Cafeteria
8:30- 8:45	Welcome	Mr. Cox Patti Cuthbertson
8:50-9:30	Session I Topic 1-5	see
9:35-10:10	Session II Topic 1-5	below
10:15-10:55	Session III Topic 1-5	
11:00-11:35	Tour of Westlake **OR** Question & Answer Session	Media Center
11:40	Wrap-up/Evaluation Pick up S.M.E.C. binders	Media Center

TOPICS

Topic 1 (Rm. 108) Vocational Support Services	Mr. Pete Cevenini Vocational Evaluator
Topic 2 (Rm. 105) Tech Prep in Business Education "Language Links" (Applied Communications)	Mr. Jasper Wilson Business Education Specialist
Topic 3 (Career Center) Counseling and Career Development	Ms. Brenda Smith Guidance Counselor
Topic 4 (Rm. 109) Applied Math Integration of Math and Technical Areas	Mr. Scott Rager, Teacher Ms. Leslie Markoe, Supervisor
Topic 5 (Technology Education Lab) Content Integration/ Technology Education	Mr. Ken Smith, Tech Ed Specialist Mr. Lee Hastings, Tech Ed Teacher

TECH PREP SITE VISIT
WESTLAKE HIGH SCHOOL

GROUP A

Tech Prep in Business Education / "Language Links"
Room 105

Content Integration/Technology Education
Technology Education Lab

Counseling and Career Development
Career Center

GROUP B

Content Integration/Technology Education
Technology Education Lab

Applied Math: Integration of Math and Technical Areas
Room 109

Tech Prep in Business Education/ "Language Links"
Room 105

GROUP C

Vocational Support Services
Room 108

Counseling and Career Development
Career Center

Applied Math: Integration of Math and Technical Areas
Room 109

GROUP D

Applied Math: Integration of Math and Technical Areas
Room 109

Vocational Support Services
Room 108

Content Integration/Technology Education
Technology Education Lab

GROUP E

Counseling and Career Development
Career Center

Tech Prep in Business Education/"Language Links"
Room 105

Vocational Support Services
Room 108

WESTLAKE HIGH SCHOOL
TECH PREP SITE VISIT GROUPS

Group A

Judy Adams
Brenda Bias
Diane Bracken
Doug Delmonte
Judy Dixon
Mimi Dupont
Charles Evans
Stephen Gollhofer
Bob Keeney
William Kinzer
Phyllis Kohel
Cindy Mack
Betty Mar Little
Ann Miller
Shirley Rhodes
Joan Shaugnessy
Ellene Walker
Sabrina West

Group B

Wayne Battaglino
Pat Craig
Nancy Cruse
Joe Eldridge
Dona Everett
Ron Festavan
Richard Haycraft
Charles Jevie
Barbara Jewett
Lisa Lovejoy
James McAdams
Pat McClure
Ann Mueller
Jeff Nelson
Charity Phillips
Richard Rose
Roslyn Ryan
Howard Sipple

Group C

Richard Adkins
Sue Ann Mullens
Ron Burrows
Frederick Flemming
Ron Grimes
Doug Holmgren
Rita Hovermale
Vivian Maloof
Steve Pauley
Jeff Phillips
William Robinson
David Scuccimarra
Betty Sisco
Barbara Small
Ralph Souleyret
Michael Whalen
Carol Williamson

Group D

Mark Arvon
Rudy Carter
Andy Dolin
Michael Eberbaugh
Larry Farmer
Barry Fry
Sandy Furbush
Don Hanlin
Robert Kelly
Elizabeth Mahler
Mark Porter
Sandra Sanders
Ed Sommer
Mark Steele
Roger Tag
Mike Turner
Odell Wilson
George Wooster

Group E

Carolyn Carter
Janice Christopher
Debbie Corrie
Steve Denver
Ron Dowell
Carol Epifanio
Gail Garcia
Lynn Hopkins
Richard Kapolka
Sonya Lauser
Clare MacDonald
Sherrie Mitchell
Nancy Mounts
Rebecca Pisano
Pam Plantz
Peter Uhlig
Rick Utter
William Zitterkopf

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Program

Morning Session

Union Station - Washington, D.C.

8:00 **Departure**

8:00 - 9:30 **Overview of SREB and SMEC Integration and Tech Prep Efforts**
- Dr. Gene Bottoms, Director
- Southern Regional Education Board
- Mr. Steve Olczak, Principal
- St. Mary's County Technical Center

Chopticon High School

9:30 **Refreshment Break**

9:50 - 10:10 **Opening Remarks**
- Dr. Joan Kozlovsky, Superintendent
- St. Mary's County Public Schools

Overview/Assignment to Tour Groups
- Mrs. Marian Steinbach, Tech Prep Coordinator
- St. Mary's County Public Schools

10:15 - 11:25 **Visit Applied Classes/Labs**
- Integrated -Technology Education Labs
- Applied Science
- Applied Communications/Social Studies
- Applied Mathematics
- Career Development/Guidance

11:35 - 11:50 **Travel to St. Mary's County Technical Center**

Afternoon Session

St. Mary's County Technical Center

12:00 - 1:15 **Luncheon**
- Southern Maryland Stuffed Ham
- St. Mary's City Fish Cakes
- Duchesse Potatoes
- Green Beans with Sauted Peanuts
- Chesapeake Indian Pudding
- Apple Dumplings with Cinnamon Sauce

Luncheon Speakers
- Dr. Joan Kozlovsky, Superintendent
- St. Mary's County Public Schools
- Dr. John Sine, President
- Charles County Community College
- Mr. Carl Loffler, Jr., President
- Board of St. Mary's County Commissioners

1:15 - 1:40 **Tour Technical Center**
- Graphic and Printing Communications
- Electronics
- Automotive Technology
- Data Processing
- Drafting

1:40- 2:10 **Student Panels**

2:10- 2:20 **Break**

2:20- 3:10 **Small Group Discussion Session**
- Tri-County Administrators, Teachers, Counselors, Community College and Area Business Representatives

3:10- 3:30 **Concluding Remarks**
- Dr. Gene Bottoms
- Mr. Steve Olczak

December 10
1993

Chopticon High School
Classroom Visitation Schedule

	Group A	Group B	Group C	Group D	Group E
10:15 - 10:25	Applied Technology Mr. Knower	English Ms. Adair Room 108	Applied Math 2 Mr. Younkins Room 212	Guidance Career Center Mr. Guffey/ Ms. Davis	English/SS Ms. Johnson/ Mr. Ridgell Room 116
10:30 - 10:40		Applied Technology Mr. Knower	Chemistry in the Community Mr. Brookhart Room 214	English/SS Ms. Daigler/ Mr. North Room 115	Applied Math 2 Mr. Younkins Room 212
10:45 - 10:55	Guidance Career Center Mr. Guffey/ Ms. Davis		Applied Technology Mr. Knower	Applied Math 1 Ms. Ensminger Room 207	Principles of Technology Mr. Barnes Room 200
11:00 - 11:10	English/SS Ms. Johnson/ Mr.Ridgell Room 116	Principles of Technology Mr. Barnes Room 200		Applied Technology Mr. Knower	Guidance Career Center Mr. Guffey/ Ms. Davis
11:15 - 11:25	Principles of Technology Mr. Barnes Room 200	Elements of Algebra Ms. Baird Room 231	English/SS Ms. Daigler/ Mr. North Room 115		Applied Technology Mr. Knower

A Mary Byrski	B George Forrest	C Patti Cuthbertson	D Sandra Varlack	E James Dudley
Matt Alexander	Rick Apling	Aurelio Azpiazu	Joe Baker	Janeen Birckhead
Marjorie Beaulieu	John Bohanan	Janie Baird	Sandra Byrne	Kate Daigler
Lynne Gilli	Sal Corallo	Gene Bottoms	Rafe Forland	Ed Fitzgerald
Anita Harewood	Wendy Cramer	Delores Datcher	Gisela Harkin	Amy Friedlander
June Harris	Jennifer Cusack	Pam Devitt	Jesse Hawes	Peter Joyce
Paul Irwin	George Harrington	Norris Dickard	Priscilla Helm	Joseph Knoefel
Patrick Lester	Jack Jennings	Samuel Halperin	Katie Henry	Anne Marum
Michael Little	John Johnston	Harold Herndon	Brian Hollis	Kelly Metcalf
Maureen Nehl	Linda Morra	Joan Kozlovsky	Kenneth Horsmon	Lyn Nutt
Steve Olczak	Joe North	Irene Lynn	Kurt Knower	Patricia Richardson
Lynn Olson	Katharine Oliver	Joan Marsh	Carl Loffler	Lisa Ross
Mary Podmostko	Jean Rupard	D'Arcy Philips	Cecelia Lovette	John Sine
Salvatore Raspa	Lois Sabo	Joyce Rieman	Charles Ridgell	Paul Manchak
Scott Rowan	Ann Smith	Janet Shikles	John Ryan	Hazel Outing
Timothy Smith	Ron Thomas	Jane Sypher	Joyce Beam	
Ken Snyder	Edward Weiland	Charles Walsh	George Kaplan	
Marian Steinbach	Thomas Wolanin	Kristin Watkins	Deanna Noted	

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

S U M M A R Y O F E V A L U A T I O N F O R M S

On-Site Visitation of
April 18, 19 and 20, 1993

Total of 33 Evaluations

How would you rate the on-site visit overall?

0 poor 0 fair 0 moderate 19 good 14 excellent

Please check all comments that apply to your feelings regarding this on-site visit:

__23__ well worth the trip!!
Comment: Just enough information to absorb, not too much.

__0__ not worth attending

__0__ worth attending, but the information received was weak

__13__ worth attending, but needed more time for interaction with:

- Teachers in the high schools
- Students in math class
- All High School Principals (and Mr. Harrington). Mr. Martin and Mr. Ryan were so helpful!
- The different groups (administrators, teachers, etc. separately).
- Teachers, classroom visitation.
- The individual classes. Would have liked to stay in classes longer.
- Break-out sessions
- Individual students
- The teachers and students
- Classroom situations
- Discipline - specific staff members
- Discipline - specific areas
- The students and teachers within the classroom

__4__ worth attending, but would have liked more information on:

- Curriculum content
- Classes taught at Tech Center
- Discipline procedures and changes in attendance
- Specifics and examples

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
March 6, 7, & 8, 1994
On-Site Visit

S U M M A R Y O F E V A L U A T I O N S
(Fifty Evaluations)

Which of the following BEST describes your position:

16	Academic faculty member, high school level
5	Occupational faculty member, secondary level
7	District-level administrator
5	Tech Prep coordinator
9	High School Administrator
2	Secondary vocational/technical administrator
0	Post-secondary administrator
1	State-level administrator
0	Academic faculty member, college level
0	Occupational faculty member, college level
0	Business person
4	Counselor, high school level
1	Counselor, community college level

How long have you been involved in developing/implementing tech prep:

15	less than six months
18	six months to one year
13	one to two years
4	more than two years

How would you rate this on-site visit overall?

0	fair
2	moderate
21	good
27	excellent

Please check all comments that apply to your feelings regarding this on-site visit:

__22__ Well worth attending!!

__8__ Worth attending, but needed more time for interaction with:
- •content area teachers on integration
- •teachers in the classrooms we observed

- •staff and students
- •administration
- •counselor; also could not see both Leonardtown and Tech Center
- •classroom teachers as they taught
- •school counselors, teachers, and students
- •would have liked to interact with others from other districts

__5__ Worth attending, but would like to have more information on:
- •The end result of all of this - are the students better prepared? What are the statistics on this?
- •material actually used in the classroom
- •science applications - topic specific on content area
- •integration of disciplines

__1__ Worth attending, except for:
- •Holiday Inn was so far away !!

__0__ Not worth attending.

List at least one idea/suggestion/concept related to tech prep that you will take back from this on-site visit (*list as many as you like*) :

- •English coordinated with vocational department.
- •Your system has marketed and communicated effectively - this conference being a good example.
- •Career folder, ATEX Program, 2/3 credit organization at Tech Center.
- •I was impressed that the students chose a possible career field in 9th grade. This would lead to a more focused course of study for these students instead of floundering around until their senior year.
- •Technology labs and resources are an absolute must.
- •Ideas on school to work transition.
- •Business and industry involvement.
- •Name of math materials used.
- •After listening/speaking to Mr. North, I have two ideas to develop with my cluster's instruction.

- Freshman orientation to Tech Prep.
- Persuasive speech linked to job interview.
- Middle 50% idea for Tech Prep - not for college prep (upper 25%) and not for lower 25%. (Not a universally accepted idea in the consortium!)
- Having an 8th grader going through testing and counseling.
- Every student has a set program of study.
- Material in classes are related to every day work experiences, this produces the reason why they take their course work.
- Cluster groups.
- Career paths.
- Career clusters with required courses.
- Intro to Technology by cluster.
- Labs are definitely essential.
- Students are more or less guided into the different strands - not given unlimited choices.
- The ATECH courses were great.
- The courses which integrated applied learning or technical learning into traditional academic contents were exciting.
- Career folders for students.
- Building plan using carpenter, etc. with applied communication.
- Push for curriculum block instruction.
- Use literature / student life coordination.
- Secondary school clusters.
- Intro to Tech 9th grade courses.
- Good P.R. and community support is key.
- The Tech Center class for 10th graders Exploratory.
- Tech Prep Curriculum.
- Eliminate "Path of Least Resistance" courses.
- To pull the elementary, middle, and high schools together.

List any types of materials that you would liked to have received more of (*if not listed above*):

- Ideas for integration; Eng/Lang Arts coordinated with other subject areas.
- Programs of Study.
- More instruction on the Applied Communication and/or Tech Prep English and how it is implemented in the classroom.
- Specific integration lesson plans or ideas.
- Integration activities especially between academic and technical courses.
- Projects and activities that are being used in the classrooms.
- Actual lesson plans would be helpful to have.
- Specific lesson plans.
- I have more than I can read now.
- We received all that we asked for or were promised copies if we requested them.
- Lesson plans (an example from each module or class).

- Master schedule of each high school. Classes such as Elements of Algebra v.s. Algebra need more info.
- Interest surveys used to help with determining career clusters. Master schedules used in each high school.
- Instructional - teacher generated.
- Use of a computer as aid in instruction.
- Examples of integrated curriculum (academic/technical).

Please provide any suggestions for improving future on-site visits (e.g. length of visit, quality of presentations, tours, lunch, etc.). Be candid - we can take it!!

- More time.
- Great!! No comment.
- They were extremely well done.
- On-site visits should be for district office administrators, school board members and state legislators. Tech prep is geared towards "general"track students, to bring Tech Prep to a district is a large task, must need support of everyone.
- More time to tour Tech Center.
- Well organized. I would have appreciated talking with more teachers who were actually using an integrated curriculum.
- Spend a 1/2 day or whole day with a teacher.
- More samples of actual materials used.
- Would spend less time at Chopticon.
- Spend more time in subject/content area of study that relates to the specific person.
- Have hotel site closer to schools.
- More time visiting with students and visiting the labs.
- More about business and industry of the county to see those connections.
- Smaller groups to allow closer interaction. To be allowed to follow a student all day from class to class.
- My experience at Chopticon left me less than enthusiastic. I felt much better after just a 30 minute visit to Leonardtown. Possibly I expected too much. When I had talked with Mary Byrski, she talked about the cost of substitutes, etc. so that the teachers could spend time with us, answering our questions, etc. I had also expected Chopticon to be an exemplary program - where it started. Possibly that was unfair.
- If possible, have teachers explain to tours what's going on in class.
- Perhaps sort teachers (tech/academic); give time with other teachers from Maryland academic or with the tech teachers. Give an overview, summary of the area you do not teach.
- Excellent, excellent. I've gotten everything I asked for. What more can I say?!!
- Afternoon session - 2-3 break into 2 groups - one hour too

long - wanted to go to another group.
- Extend visitation time. Opportunities to experience all clusters.

Was the Sunday night overview session worth attending or should it be eliminated?

27 Overview session helpful - keep it
1 Overview session not helpful - eliminate it

Comments:

- More information could be sent prior to visit.
- 1 hour would have been adequate.
- Don't assume that all attendees know what Tech Prep is.
- I had no experience with Tech Prep. It gave an overview that was needed before 1st on-site visit.
- Perhaps 6:00 is too early - dinner hour, etc.
- Orientation - Sunday evening - redo! Time - 6-8 (Dinner hour). Organization - delivery of materials and logistics (muddled).
- The proposed success rates motivated.
- I wish I had been prepared a little more Sunday night concerning the differences which existed between the county programs.
- Gives the big picture which is needed - gives the parts which we visit later more meaning. Data is excellent.

Is the SMEC tech prep information binder worth receiving or not?

19 Binder great - keep handing out
0 Binder too much - stop distributing
1 One binder per visiting group would be sufficient

Please check which sites you were able to visit:

28 Chopticon High School (St. Mary's County)
42 Leonardtown High School (St. Mary's County)
36 St. Mary's County Technical Center
40 Westlake High School (Charles County)

Specific comments on the site visit to Chopticon High School:

- Counselor session well worth the time, very informative.
- Very helpful!
- The Social Studies/English team teaching 9th grade situation information was interesting. Still seemed parallel teaching than integration.
- Tracking and 4 yr. college cluster emphasis very excellent. Tech Prep does not seem to be an attitude with majority of student body. Administrative support present.
- Well maintained facility for age; applied health - have question about this program.
- Excellent programs an well maintained facility - and organization and discipline - Home Economics (Applied Health) program poor discipline and disorganized recommend deletion.
- Every one very nice. I would have liked to have spent a whole day with a Math teacher.
- Found the counselor's presentation "pulled together" from classroom visitation.
- Excellent!
- Excellent!
- I was not impressed with the school or the programs. Disappointed in the school.
- After visiting one classroom, I found little help in visiting other classrooms.
- Teachers provided all requested information, student guide was as helpful as could be in answering questions with a student point of view. I would like to have spent more time in content areas.
- Excellent.
- Very nice and quiet. I loved the Business Department.
- Dedicated staff. Career Plan. Use of data base along with ACT program, Student Service Learning Concept.
- Appreciate teacher allowing me to come in and disrupt class - appreciated student candor.
- Great, but Applied Math class wasn't too informative.
- Teacher and students were very nice. However, I felt most of them did not know what to do or say to us. Some just simply taught their classes. I really felt like we learned nothing about new or modern tech prep innovations. My impression of Tech Prep was very low - because I saw nothing happening. Janine Adair - English 11 did an excellent job.
- Well organized from coordinators assignment. However, I felt that some of the teachers were not prepared for the visiting team. A couple of teachers did not acknowledge our presence. We would have liked to visit with them and ask questions.

- Excellent presentations by John Ryan and Janine Adair, very helpful and interesting presentation by Integrated Civics and English teachers. All teachers attitudes were great - very interactive and helpful.
- Presenters were able to convey their programs effectively. All presenters appear committed to Tech Prep.

Specific comments on the site visit to Leonardtown High School:

- Breakout session, high school visit provided plenty of information.
- Very helpful.
- Excellent!
- Very inviting and cordial; seemed to be positive environment for students and staff.
- Visited the tech labs and the teachers and students were very informative.
- Excellent.
- Teachers and students were very nice, courteous. Teachers in classrooms permitted questions, students responded well to visitors. Faculties were clean, colorful (unusual, did not observe writing on bathroom walls).
- Great!
- Excellent.
- Impressed with the school and the three tech areas.
- Excellent reception and presentation.
- Excellent - seeing the tech prep classroom was very helpful.
- Excellent.
- Good program coordination. I'm not sure it has enhanced classroom instruction as yet. Teachers don't seem to share the same enthusiasm as administration. Continued focus should create a positive learning environment; time will tell.
- Enjoyable.
- Intro to Technology clusters in action! Sense of direction and focus; career clusters provided from 8th grade on.
- Teachers, presenters, and tour guides were great. Thanks for the help.
- Great.
- I especially liked the discussion group sessions with students and staff members.
- Facilities, excellent; presentation, good programs; check offerings - applied for too much. Institute behavior management for South WV Comm. College.
- Excellent stuff.
- Tour guides were good, liked cluster courses in the pre-vocational areas of technology, business, health and human services. All of staff and personnel very receptive.

- I only got to visit briefly and visited the three Applied classes. The teachers and students seemed to know what was expected and gave us much excellent information. After that short time, I felt the concept I came to see was actually in place - new, but working.
- Excellent presentations, faculty very cooperative. Enjoyed visiting with Tech counselors.
- Organized, informative, honest descriptions of programs, disciplined students, involved staff, supportive leaders.
- Great, enthusiastic administrator - teachers were cooperative.
- The need for ten day module learning presenters excellent (both faculty and students). Like the concept of module instruction, bonus to learn placed on student.
- Would have liked to see classes in session; only one teacher was teaching.
- I would have enjoyed observing classroom teaching in integrated/applied classrooms. In most of the classes visited, the teacher stopped teaching to answer questions. The Math class which I observed reviewed perimeter/area. I would have liked to have observed a Math class which focused on a topic related to the Tech Center assignment.
- Terrific pre-vocational and guidance programs.
- Principal was sold on program; however, some teachers may need some reinforcement for the program.
- Principal informs group in a very positive manner.
- Professional presentation, excellent facilities; something to be proud.
- Excellent tour - good variety - all staff appeared adaptable to change.
- All people were gracious. Need to prep them of what they need to tell us. How was program developed, O.K.
- Very hospitable.

Specific comments on the site visit to St. Mary's County Tech Center:

- Excellent.
- Doing great job! The luncheon was excellent, the tour was helpful; the counselor was outstanding.
- I would have liked to spend more time touring the Technical Center.
- Most useful was student panel.
- Good utilization/alteration of "old" voc. programs.
- Good utilization and alteration of vocational education programs.
- Enjoyed talking with other teachers.
- Good programs; excellent equipment; student going through this facility, if they desire, will be prepared for their occupation for the future. A lot of money, time,, and planning has been put into this facility.

- Great.
- Excellent!
- Excellent Culinary Arts Program - enjoyed the student panel.
- Student panel was excellent.
- O.K. Offering too much traditional - change name to modern high tech.
- Was disappointed in observing where real change had not taken place in vocational courses. Student panel was very good. Facility was very clean.
- Excellent lunch. I'd love to have toured the facility, but as a high school person, I opted to visit Leonardtown for that half hour. The p.m. program was very good. Sandra Varlack did an excellent job for the counselor.
- Interesting and comprehensive.
- Good meal. Classes seemed very small.
- Sessions were informative. Student panel discussion was beneficial.
- Well equipped, traditional voc. ed. programs. Need more time to talk about support services to program completers.
- Lunch was excellent! Teachers were friendly.
- Excellent facilities!
- Overview was described effectively - growth of program encouraging.

Specific comments on the site visit to Westlake High School:

- Vocational meeting was interesting and provided plenty of good information.
- Very beautiful!
- Excellent.
- Efforts to integrate tech/ac. curricula - outstanding. Tech ed. - superior. Beautiful school.
- I was very impressed with this high school.
- Tech Education concept - nice integration of Math, Science, Social Studies, and English.
- Best of those checked! Impressed with professionalism of staff; newness of building; excellent programs.
- Vocational meeting was interesting and provided plenty of good information.
- Very beautiful!
- Excellent!!
- I was very impressed with this high school.
- Outstanding - definitely a national model of facilities and instructional programs.
- Would have liked to talk with teachers who are currently teaching at Westlake - not county directors of programs. Got most out of session with Scott the Math teacher at the Tech Center.
- Impressive building. Team building, instructor of Sp. needs program and commitment of staff.

- Personnel - very nice - speakers. Organized - School very modernized - spacious - clean, colorful. Hand-outs will be beneficial to our schools.
- Great!!
- Applied Math - very fragmented. Explanation of interface between Career Tech Center and County High Schools was assumed - and caused lots of questions. Use of math teacher separate from "hands on" lab teacher and 1 credit for this course is "different" to say the least.
- Very impressed with the looks of the school and programs.
- Excellent reception and presentations.
- The very best. The presentations gave a very clear overview of Tech Prep. Materials mentioned gave a clear understanding of what was expected of students. Expectations for students is very clear.
- Was provided with more time in content areas with teachers to see and answer questions.
- Excellent!!
- Beautiful facility, should enhance opportunities for tech-prep program to be successful. Mr. Smith is a valuable resource, if teachers developed his attitude, the program could be one of the finest in the nation.
- Beautiful building.
- Leadership evident! Assessment plans and strategic plans appear to have been research-based.
- Did not appreciate the arrogant Technology instructor. Felt Math program is failing students. Beautiful facility.
- Good looking school. You must have lots of money in your school system.
- A bit confusing because we didn't get an overview of how you do Tech Prep here.
- Excellent facility - Mesh, O.K.; tours fine. Lab - excellent. Funds are excellent.
- Very impressive facility.
- Interesting. Doesn't seem as geared up as Leonardtown.
- Very new,nice facility.
- Good visit - well prepared. Excellent facility. Would like to have seen more actual classes. The counselor did a good job , but assumed we already knew the structure of St. Mary's County.
- Excellent facility - thought-filled labs and programs.
- Best - visits with and presentations staff.
- Interesting concept of starting at ground level. Westlake Business - "what we are going to do, not what we <u>are</u> doing."
- Great facility, but also great people - kids and adults. They are alive and growing team and a principal who's visible.
- Good program.
- Sessions were informative and presented well.
- Excellent facilities and excellent tours.
- Building was impressive.
- Very nice school. Organization of program very good.

- Impressive.

Any additional comments:

- Thanks for a great learning experience - for the organization, diversity of opportunity. Great job.
- Other than Tech Ed., I did not see evidence of academic to academic integration and not as much technical to academic integration as I had anticipated.
- Site visits well organized and staff helpful. I would like to have more information on integration. I see little evidence of integration in any of the schools except in the Tech Ed. curriculum at Westlake.
- Enjoyed visit - excellent materials, organization, programs. Freedom to move - Great!
- Enjoyed exposure to all facilities and personnel - well organized and extremely informative - excellent materials.
- Loved the student panel!!
- Good conference, lots of material!
- Elementary people need to be brought in - Students in elementary are going to have to be geared towards this concept. They should have a good concept of this program before the 9th grade.
- Thank you for an enjoyable visit, you are on the right track. I am very impressed with your program coordination. Your key to long range success will be your <u>teachers</u>??
- I thoroughly enjoyed this workshop!
- The effort to "play all your cards" by developing partnerships, apply for grants, bring in college advisors, etc. - reinforces the concept of Total Commitment to T.P. program.
- Overall programs and tour excellent!
- I know this may appear negative, but it was a very good experience overall. However, if I had only visited the one school I would have decided against working to implement the program. However, as the day progressed, I got to see more of what I was looking for. I still left feeling that I needed more information. Probably the most valuable thing is that I now feel we <u>can</u> implement the program. It won't be perfect to start, but I can see where it can go.
- Enjoyed the total visit and excellent information.
- A worthwhile program.
- My only regret, as a English teacher, was that I would have liked to see how English is incorporated into the curriculum and the role it plays in assisting this implementation. I was introduced somewhat at Chopticon, but I would have liked to see how non-English teachers combine with English. (Co-op teaching?) perhaps the program is not set up as yet.
- Thanks for everything.

- Long 1st day - perhaps it would be better served as three half days.
- First day should be shorter. Very good.

APPENDIX C

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

National Presentations

DATE	PLACE	ESTIMATED AUDIENCE
Oct. 1992	NTPN Conference, Chicago, IL 10 presenters, 5 presentations	400
Dec. 1992	AVA Conference, St. Louis, MO 3 presenters, 3 presentations	240
Feb. 1993	National Association of Secondary School Principals (NASSP), Las Vegas, NV 2 presenters, 1 presentation	300
Apr. 1993	NTPN Conference, Anaheim, CA 17 presenters, 13 presentations	1040
Apr. 1993	AACC Convention, Portland, OR 3 presenters, 1 presentation	60
Jul. 1993	SREB Conference, Birmingham, AL 4 presenters, 2 presentations	100
Sep. 1993	NTPN Conference, Atlanta, GA 14 presenters, 7 presentations	600
Dec. 1993	AVA Conference, Nashville, TN 2 presenters, 5 presentations	800
Jan. 1994	League of Innovation, New Orleans, LA 1 presenter, 1 presentation	150
Apr. 1994	NTPN Conference, Baltimore, MD 54 presenters, 22 presentations (includes 4000 for Opening Session)	5260
May 1994	League of Innovation, San Antonia, TX 1 presenter, 1 presentation	200
July 1994	SREB Conference, Nashville, TN 2 presenters, 2 presentations	300
Oct. 1994	NTPN Conference, Minneapolis, MN 5 presenters, 3 presentations	250
Dec. 1994	AVA Conference, Dallas, TX 4 presenters, 3 presentations	500

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1993 & 1994 Local / State / Regional Presentations

DATE	PLACE	(estimated) AUDIENCE
Jan., 1993	Allentown, Pennsylvania	50
Jan., 1993	Eugene, Oregon	200
Jan., 1993	Lake County, Illinois	150
Jan., 1993	Hamburg, Arkansas	75
Feb., 1993	Ocala, Florida	300
Feb., 1993	Hutchinson, Minnesota	300
Feb., 1993	Duluth, Minnesota	500
Feb., 1993	Seattle, Washington	1200
Feb., 1993	San Francisco, California	200
Feb., 1993	Lake Ozark, Missouri	600
Mar., 1993	Kent County, Maryland	75
Apr., 1993	St. Louis, Missouri	150
Apr., 1993	Iowa	50
Apr., 1993	South Dakota	50
May, 1993	Everett, Washington	300
May, 1993	Marion County, Florida	300
May, 1993	Bethlehem, Pennsylvania	50

Jun., 1993	Cheslea, Minnesota	200
Jun.. 1993	Douglas, Oregon	150
Jun., 1993	Spokane, Washington	300
Jun., 1993	New York	40
Jun., 1993	Pennsylvania	50
Jun., 1993	New Jersey	125
Jul., 1993	Berkeley, California	300
Jul., 1993	Benton, Oregon	150
Jul., 1993	Missouri	60
Jul., 1993	Pittsburgh, Pennsylvania	70
Aug., 1993	Springfield, Missouri	300
Aug., 1993	Peoria, Illinois	150
Aug., 1993	Pekin, Illinois	200
Sep., 1993	Presque Isle, Maine	60
Sep., 1993	Dade County, Florida	50
Oct., 1993	Jamestowne, North Carolina	200
Oct., 1993	Bonne Terre, Missouri	200
Nov., 1993	Philadelphia, Pennsylvania	200
Dec., 1993	Middletown, Connecticut	500
Dec., 1993	St. Louis, Missouri	50
Dec., 1993	Lake Ozark, Missouri	800
Dec., 1993	Seminole county, Florida	100

Jan., 1994	Gainesville, Georgia	180
Feb., 1994	Oklahoma City, Oklahoma	300
Feb., 1994	Grand Rapids, Michigan	500
Feb., 1994	Houston, Texas	200
Feb., 1994	BOCES, New York Tech Prep	130
Feb., 1994	Kansas City, Missouri	297
Mar., 1994	Ithica, New York	200
Mar., 1994	Baltimore, Maryland	300
Mar., 1994	Philadelphia, Pennsylvania	200
TOTAL		11112

1994 SMEC LOCAL/STATE/REGIONAL PRESENTATIONS

	Place	Estimated Audience
January	Gainesville, GA	100
February	Tulsa, OK	150
	Long Island, NY	100
	St. Louis, MO	350
	Grand Rapids, MI	1,200
	Houston, TX	250
March	Ithaca, NY	200
	Charleston, WV	100
	Iowa State Conference	150
	NCRVE, Baltimore, MD	150
	Philadelphia, PA	150
	St. Cloud, MN	150
April	Cookeville, TN	100
	U.S. Virgin Islands	100
	Great Falls, MT	500
	Wadena, MN	150
May	MD Chamber of Commerce	100
June	Oklahoma City, OK	100
July	Nashville, TN (SREB)	
	Berkeley, CA (NCRVE)	100
	Flint, MI	150

1994 (continued)

August	Berrien County, MI	50
	Dearborn, MI	150
	Coldwater, MI	150
September	Baltimore, MD	100
	Rappahanock, VA	25
	U.S. Virgin Islands	600
October	Plymouth, MI	200
	Portland, OR	100
	Seattle, WA	200
	Columbia, SC	500
	Saginaw, MI	300
	Platteville, MI	200
	Berrien County, MI	200
November	Manhatten, KS	200
	San Antonio, TX	150
	St. Augustine, FL	200

National Tech Prep Network
Session Evaluation Form

Speaker Name(s): Steve Olczak / Jim Marett

Session Title: 4:00 - 5:00

Session Time Period: M. Mgt School Concepts #2

The Speaker(s)				
Knowledge of topic	(Excellent)	Good	Fair	Poor
Rate of speech	(Excellent)	Good	Fair	Poor
Use of visual aids	(Excellent)	Good	Fair	Poor
Rapport with audience	(Excellent)	Good	Fair	Poor
The Session				
Relevance of topic	(Excellent)	Good	Fair	Poor
Length of presentation	(Excellent)	Good	Fair	Poor
The Handouts				
Appropriateness to presentation	(Excellent)	Good	Fair	Poor
Organization	(Excellent)	Good	Fair	Poor

What did you like best about the session?

- Good information
- Excellent handouts
- Positive, "Can do" attitude of presenters,

How could this session be improved?

Longer time for presentation; both models are excellent.

Would you recommend this session for other conference attendees?

Additional comments:

Yes! Unfortunately I don't know how I can visit both sites!

BEST COPY AVAILABLE

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

National Tech Prep Network Conference
Baltimore, MD
April 10-12, 1994

OVERVIEW AGENDA & SMEC PRESENTATIONS

Saturday, April 9, 1994

3:00 pm - 7:00 pm — **REGISTRATION**

Sunday, April 10, 1994

10:00 am - 7:00 pm — **REGISTRATION**

1:00 pm - 5:00 pm — **PRECONFERENCE**

Focus - National Skill Standards

Project Sessions (22 choices):

- Computer Aided Drafting
- Advanced Manufacturing
- Agriscience / Biotechnology
- Air Conditioning, Refrig., & Power
- Automotive, Autobody & Truck Technician
- Bioscience: Lab Technician
- Chemical Technician
- Electronics
- Electrical Construction
- Graphic Arts / Printing
- Hazardous Material Mgt. Technician
- Heavy Highway/Utility Construction and Environmental Remediation & Demolition
- Health Science & Technology
- Human Services - Direct Care Positions
- Hospitality & Tourism
- Metalworking
- Photonics
- Retail Trades
- Supermarket - Entry Level Positions
- Welding

5:00 pm - 7:00 pm — **EXHIBIT HALL RECEPTION**

7:00 pm - 8:00 pm — **PRESENTERS/FACILITATORS RECEPTION**

Monday, April 11, 1994

8:30 am - 10:00 am **OPENING SESSION**

- **Augusta Kappner**, Assistant Secretary U.S. Department of Education
- **Dan Hull**, President - CORD
- **Steve Olczak**, Principal St. Mary's County Tech Center & Supervisor of Career & Technology Education, St. Mary's County
- **+ 3 students/3 teacher/3 business reps.:**
  David Ferrara, former Graphic Arts Student,
  Meryl Trossbach, former Sheet Metal Student, and
  Rebecca Remmel, current Allied Health Student;
  Eugene Wood, Graphic Arts Instructor,
  Larry Brabec, Sheet Metal Instructor, & **Diane Germain**, Allied Health Careers Instructor;
  Anne Marum, Executive Director, St. Mary's County Chamber of Commerce,
  Tony Porter, President, Porter Technical, Inc., and
  Christine Wray, CEO, St. Mary's Hospital.
- **Dale Parnell**, author of the Neglected Majority
- **Congressman Bill Ford**, special award recipient

10:00 am - 12:00 noon **BUSINESS ROUNDTABLE SESSION**

- **George Forrest**, *Session Moderator* Coordinator, Career & Technology Education and Community Outreach, St. Mary's County Tech Center

- ***Career Development Partnership***
  Carolyn Graham, Supervisor of Guidance Charles County Public Schools
  Jean Schappet, President Woodset, Inc.-Charles County, MD

- ***High Tech and Tech Prep - Making the Vision a Reality***
  Aurelio Azpiazu, Chair Southern MD Regional Technology Council
  Scott Rowan, Executive Director of SMRTC

Monday, April 11, 1994

10:00 am - 12:00 noon **BUSINESS ROUNDTABLE SESSION (continued)**

- ***St. Mary's County - Education/Business Alliance***
  Anne Marum, Executive Director, St. Mary's County Chamber of Commerce
  Christine Wray, CEO, St. Mary's Hospital

- ***St. Mary's County - Education/Business Alliance***
  Tony Porter, President, Porter Technical, Inc.
  Jesse Hawes, Senior Engineer, ManTech Engineering

10:00 am - 11:00 am &
11:30 am - 12:30 pm **CONCURRENT SESSIONS #1 & #2**

- ***A Community College School-to-Work Model: " Launch Your New Career"***
  Peg DeStefanis, Chair of Nursing & Health Technology, Charles Co. Community College
  Mary Ann Blackledge, RN & LYNC Coordinator
  Cathy Delligatti, Asst. Administrator for Patient Services and Director of Nursing, Calvert Memorial Hospital, Calvert County

- ***Comprehensive Support Services for Special Populations***
  Pete Cevenini, Vocational Evaluator
  Charles County Public Schools
  Linda Cecil, Job Placement Specialist
  Charles County Career & Tech. Center
  Dr. Joyce Beam, Supervisor of Career & Technology Education
  Charles County Public Schools

12:00 pm - 1:30 pm **BUSINESS LUNCHEON *(invitation only)***

12:15 pm - 1:15 pm **BOX LUNCH WITH DALE PARNELL *(everyone welcome)***

1:30 pm - 3:30 pm **MODEL SITE ROUNDTABLES**

- ***Integrating English and Applied Communication***
  Deanna Norad, Supervisor of English / Language Arts, St. Mary's County
  Mary Szczyglowski, English Dept. Chair
  Leonardtown H.S., St. Mary's County

Monday, April 11, 1994

1:30 pm - 3:30 pm

MODEL SITE ROUNDTABLES (continued)

- ***The Role of the High School Principal in Implementing Tech Prep***
  Eddie Weiland, Principal
  Leonardtown H.S., St. Mary's County
  John Ryan, Principal
  Chopticon H.S., St. Mary's County

- ***Integrating Math Across All Career & Technology Courses***
  Scott Rager, Math/Integration Resource Teacher, Charles Co. Career & Tech. Center
  Patti Cuthbertson, Tech Prep Coordinator
  Charles Co. Public Schools

- ***Promoting Tech Prep to 8th Grade Students***
  Jack Brown, Counselor
  Calvert County Career Center
  Mary Horsman, Counselor
  Calvert High School, Calvert County

1:30 pm - 3:30 pm

CLINIC #2

- ***Creating Integrated Classroom Activities***
  Marion Steinbach, Tech Prep/SREB Coordinator, St. Mary's County
  George White, Carpentry Teacher
  St. Mary's Co. Tech Center
  Lyn Nutt, Career & Tech. Resource Teacher
  St. Mary's Co. Tech Center

- ***Counseling and Tech Prep - New Approaches From the Trenches***
  Carolyn Graham, Supervisor of Guidance
  Charles County Public Schools
  Jean Schappet, President
  Woodset, Inc.
  Brenda Smith, Counselor
  Westlake H.S., Charles County
  Jackie Lepard, Counselor
  LaPlata H.S., Charles County

Monday, April 11, 1994

1:30 pm - 3:30 pm

CLINIC #2 (continued)

- ***Career Connections: A Comprehensive Career Development Model Involving All Secondary Teachers, Work-Site Experiences & An Innovative Database Management System.***
  Dr. James Marlett, Principal
  Calvert High School
  Sandra Holler, Job Development Coordinator
  Calvert Career Center
  Delores Datcher, Supervisor of Instruction
  Calvert County Public Schools
  Dr. James Dudley, Tech Prep Coordinator
  Calvert County Public Schools
  Jerry Thruchley, Consultant
  Total Software Resources,
  Virginia Beach, VA

- ***The Tech Prep / School-to-Work Connection - Successfully Making the Transition and Building Partnerships***
  Steve Olczak, Principal
  St. Mary's County Tech Center
  George Forrest, Coordinator Career &
  Technology Education and Community
  Outreach, St. Mary's Co. Public Schools
  Jesse Hawes, Senior Engineer, ManTech Engineering

4:00 pm - 5:00 pm

CONCURRENT SESSION #3

- ***VICA Student Panel - Reactions to Tech Prep***
  Elaine Bradley, VICA Advisor
  Calvert Career Center
  Dr. James Marlett, Principal
  Calvert Career Center
  5 Students - **Chris Bateman**
  Victoria Bradley
  Sandy Buchanan
  Christie Carroll
  Carl Womack

Monday, April 11, 1994

* 5:00 pm - 6:00 pm — **SMEC RECEPTION**
(SMEC representatives and invited guests only)

Sponsored by SMEC and the Southern MD Regional Technololgy Council
Sheraton Hotel - Severn Rooms II & III

5:00 pm - 8:00 pm — **NTPN RECEPTION** ***(open to everyone)***

Tuesday, April 12, 1994

8:00 am - 9:00 am — **CONCURRENT SESSION #4**

- ***Strategies for Enabling Tech Prep Special Needs Students***
  Iris Hall-Willey, VSST Team Leader
  St. Mary's Co. Public Schools

- ***Tech Prep and Counseling - A Winning Combination!***
  Sandy Varlack, Counselor
  St. Mary's County Tech Center
  Delores Magnani, Counselor
  Esperanza Middle School, St. Mary's Co.

9:30 am - 11:30 am — **CLINIC #3**

- ***Integrated Learning Labs - A New Vision for the Classroom of the Future***
  Ken Smith, Technology Education Specialist
  Charles County Public Schools
  Joe Baker, Technology Education Specialist
  St. Mary's County Public Schools

- ***Teaching Through Learning Channels - Empowering Teachers with the Skills Needed to Teach Applied, Interactive Courses***
  Mary Byrski, Director
  Southern Maryland Educational Consortium
  Steve Sassaman, Consultant
  Performance Learning Systems, Inc.
  Althea Sassaman, Consultant
  Performance Learning Systems, Inc.
  Suzanne Kistler, Science Teacher
  Calvert H.S., Calvert County
  Jasper Wilson, Business Resource Teacher
  Charles County Public Schools

Tuesday, April 12, 1994

2:00 pm - 5:30 pm **POSTCONFERENCE - Focus on Evaluation**

Southern Maryland Educational Consortium
Mary Byrski, Director
Southern Maryland Educational Consortium
Carolyn Graham, Supervisor of Guidance
Charles County Public Schools
Suzanne Raber, Consultant
COSMOS, Inc.
Suzanne Merchlinsky, Consultant
COSMOS, Inc.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
On-Site Visit

Tuesday, April 12, 1994

7:30 pm - 9:00 pm **ON-SITE VISIT OPENING SESSION**
- Solomon's Island Holiday Inn

After a general session, participants will break into three groups for further instructions by each county for Wednesday.

Wednesday, April 13

SITE VISITS

8:00 am - 2:00 pm Participants will visit county high schools and career/technical centers.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

National Tech Prep Network Conference
Baltimore, Maryland
April 10-12, 1994

LIST OF REGISTERED PARTICIPANTS
As of April 6, 1994

AURELIO AZPIAZU
Chair
Southern MD Regional Technology Council

JOSEPH BAKER
Technology Education Specialist
St. Mary's County Technical Center

TOM BARNES
Science Instructor
Chopticon High School, St. Mary's County

CHRIS BATEMAN
Student, VICA Member
Calvert County Career Center

JOYCE BEAM
Supervisor of Career & Technology Education
Charles County Public Schools

NANCY BELL
Vocational Evaluator
Calvert County Career Center

ELIZABETH BEST
President
BEST, Inc., St. Mary's County

REX BISHOP
Chair, Business Department
Charles County Community College

MARY ANN BLACKLEDGE
RN/LYNC Coordinator
Charles County Community College

JOHN BOHANON
Legislative Assistant
Congressman Steny Hoyer's Office

LARRY BRABEC
Sheet Metal Instructor
St. Mary's County Technical Center

ELAINE BRADLEY
VICA Advisor
Calvert County Career Center

VICTORIA BRADLEY
Student, VICA Member
Calvert County Career Center

ROBERT BRINCKLOE
President, Building Trades Association
St. Mary's County Technical Center

JACK BROWN
Counselor
Calvert County Career Center

SANDY BUCHANAN
Student, VICA Member
Calvert County Career Center

DAVE BUDDENBOHN
Technology Education Instructor
Leonardtown High School, St. Mary's County

MARY BYRSKI
Director
Southern Maryland Educational Consortium

DANETTE CAMPBELL
Coordinator for Coop. Education, Career Services Dept.
Charles County Community College

CHRISTIE CARROLL
Student, VICA Member
Calvert County Career Center

LINDA CECIL
Job Placement Specialist
Charles County Career & Technology Center

PETE CEVENINI
Vocational Evaluator
Charles County Public Schools

MAUREEN CLEM
Business Education Teacher
Calvert County High School

DEBBIE CONRAD
English Instructor
Great Mills High School, St. Mary's County

EDWARD COX
County Administrator
St. Mary's County Government

PATTI CUTHBERTSON
Tech Prep Coordinator
Charles County Public Schools

RAY D'ARIENZO
Vice Principal
Northern High School, Calvert County

DELORES DATCHER
Supervisor of Instruction
Calvert County Public Schools

CATHY DELLIGATTI
Assistant Administrator for Patient Services & Director of Nursing
Calvert Memorial Hospital, Calvert County

PEG DESTEFANIS
Director of Nursing and Health Technologies
Charles County Community College

JAMES DUDLEY
Tech Prep Coordinator
Calvert County Public Schools

DAVID FERRARA
Former Graphic Arts Student
St. Mary's County Technical Center

STUART FITRELL
Director
Systems Engineering and Logistics, Rall Company, St. Mary's Co.

FRANCIS FORREST
Chief Executive Officer
Forrest Dental Laboratory, St. Mary's County

GEORGE FORREST
Coordinator of Career & Technology Education and Community Outreach
St. Mary's County Public Schools

ED FORSMAN
Engineering Center Manager
SEMCOR, Inc., St. Mary's County

LORRAINE FULTON
Director of Student Services
St. Mary's County Public Schools

GARY GAFF
Science Teacher
Northern High School, Calvert County

DIANE GERMAIN
Allied Health Careers Instructor
St. Mary's County Technical Center

TOM GORCKI
Associate Professor, Technical Studies
Charles County Community College

CAROLYN GRAHAM
Supervisor of Guidance
Charles County Public Schools

SALLY GRAINGER
Supervisor of Guidance and Pupil Services
St. Mary's County Public Schools

DOROTHY GREENE
Business Education Teacher
Northern High School, Calvert County

IRIS HALL-WILLEY
VSST Team Leader
St. Mary's County Technical Center

JANET HANKE
President
Personnel Resources, Inc., St. Mary's County

GEORGE HARRINGTON
Principal
Charles County Career and Technical Center

JESSE HAWES
Senior Engineer
ManTech Engineering and Technical Services Co., St. Mary's Co.

HAROLD HERNDON
President
Compliance Corporation, St. Mary's County

LOLA HILTON
Public Affairs Office, Aircraft Division
Naval Air Station, Naval Air Warfare Center

SANDRA HOLLER
Job Development Coordinator
Calvert County Career Center

KEN HORSMAN
Director of Secondary Instruction
Calvert County Public Schools

MARY HORSMAN
Counselor
Calvert High School, Calvert County

SUZANNE KISTLER
Science Teacher
Calvert High School, Calvert County

JOAN KOZLOVSKY
Superintendent of Schools
St. Mary's County Public Schools

JACKIE LEPARD
Counselor
LaPlata High School, Charles County

KATHLEEN LYON
Guidance Counselor
Spring Ridge Middle School, St. Mary's County

DELORES MAGNANI
Counselor
Esperanza Middle School, St. Mary's County

MICHAEL MANNION
Food Producation Manager
Calvert County Career Center

JAMES MARLETT
Principal
Calvert High School and Calvert County Career Center

PATRICIA MARTIN
Principal
Great Mills High School, St. Mary's County

ANNE MARUM
Executive Director
St. Mary's County Chamber of Commerce

SUZANNE MERCHLINSKY
Evaluation Consultant for SMEC
COSMOS, Inc., Washington, D.C.

JOAN MIDDLETON
Director, Career Services
Charles County Community College

CECILIA MISTRETTA
Science Teacher
Northern High School, Calvert County

CAROL MONTAGUE
Principal
Esperanza Middle School, St. Mary's County

MAUREEN NEHL
Counsultant
Southern Maryland Educational Consortium

DEANNA NORAD
Supervisor of English/Language Arts and Reading
St. Mary's County Public Schools

LYN NUTT
Integration Resource Teacher
St. Mary's County Technical Center

STEVE OLCZAK
Principal, St. Mary's County Technical Center and Supervisor of Career & Technology Education, St. Mary's County Public Schools

CHUCK PATTERSON
Chair, Technical Studies Department
Charles County Community College

TONY PORTER
President
Porter Technical, Inc., St. Mary's County

BETH PROVENZANO
Mathematics Teacher
Northern High School, Calvert County

SUZANNE RABER
Evaluation Consultant for SMEC
COSMOS, Inc., Washington, D.C.

SCOTT RAGER
Math/Integration Resource Teacher
Charles County Career & Technology Center

SAL RASPA
Supervisor of Science
St. Mary's County Public Schools

REBECCA REMMEL
Student, Allied Health Careers
St. Mary's County Technical Center

PAT RICHARDSON
Acting Director of Instruction
St. Mary's County Public Schools

JOYCE RIEMAN
Project Assistant
Southern Maryland Eduational Consortium

SCOTT ROWAN
Executive Director
Southern MD Regional Technology Council

JOHN RUARK
Assistant Professor, Business
Charles County Community College

ELAINE RYAN
Executive Vice President
Charles County Community College

JOHN RYAN
Principal
Chopticon High School, St. Mary's County

ALTHEA SASSAMAN
Consultant to SMEC
Performance Learning Systems, Inc.

STEVE SASSAMAN
Consultant to SMEC
Performance Learning Systems, Inc.

LARRY SCHADEGG
President
PRB Associates, Inc., St. Mary's County

JEAN SCHAPPET
President
Woodset, Inc., Charles County

CINDY SCRIBNER
Employment Specialist / Career Services Dept.
Charles County Community College

ALFREDA SHAW
Business Education Teacher
Northern High School, Calvert County

ANN SMITH
Dean, Career and Technical Education
Charles County Community College

BRENDA SMITH
Counselor
Westlake High School, Charles County

DON SMITH
Associate Professor
Charles County Community College

KEN SMITH
Technology Education Specialist
Charles County Public Schools

MARION STEINBACH
Tech Prep / SREB Coordinator
St. Mary's County Public Schools

RAMESH SUNKARA
Associate Professor, Technical Studies
Charles County Community College

JANE SYPHER
Assistant Dean
Charles County Community College at St. Mary's

MARY SZCZYGLOWSKI
English Department Chair
Leonardtown High School, St. Mary's County

PATRICIA TEAGUE
Science Instructor
Leonardtown High School, St. Mary's County

RON THOMAS
Associate Superintendent for Instruction
St. Mary's County Public Schools

JUDY THOMASON
Associate Professor, Technical Studies
Charles County Community College

JERRY THRUCHLEY
Consultant - Calvert Tech Prep Database
Total Software Resources

MERYL TROSSBACH
Former Sheet Metal Student
St. Mary's County Technical Center

TOMMY TUCKER
Principal
Northern High School, Calvert County

SANDY VARLACK
Guidance Counselor
St. Mary's County Technical Center

CHARLES WALSH
Supervisor of Mathematics
St. Mary's County Public Schools

EDDIE WEILAND
Principal
Leonardtown High School, St. Mary's County

PATRICIA WHEELER
Assistant Dean
Charles County Community College at Calver

GEORGE WHITE
Carpentry Teacher
St. Mary's County Technical Center

MICHAEL WHITSON
President
Tri-County Abstract, Inc., St. Mary's County

DANIEL WILLIAMS
Proprietor
Quest Associates, St. Mary's County

JASPER WILSON
Business Resource Teacher
Charles County Public Schools

CARL WOMACK
Student, VICA Member
Calvert County Career Center

KAREN WOOD
Counselor
Carver Elementary School, St. Mary's County

EUGENE WOOD
Graphic Arts Instructor
St. Mary's County Technical Center

CHRISTINE WRAY
Chief Executive Officer
St. Mary's Hospital, St. Mary's County

JIM YOUNKINS
Mathematics Instructor
Chopticon High School, St. Mary's County

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

Travel Policies

Expenditures incurred to attend official meetings, conference presentations, technical assistance site visits, or general site visits shall be covered by the Demonstration Grant provided the following guidelines are followed:

a) Airfare must be supersaver, bargain and/or coach rates.
b) Total transportation costs are not to exceed $700.00 per stay. Transportation costs may include airfare, mileage, shuttle fees, taxi fees, parking fees, car rental fees and gasoline purchases.
c) Meal expenditures shall be limited to an average of $38.00 per day.
d) Accommodations are limited to an average of $95.00 per night. This policy may be waived when an individual is attending an official conference where the designated hotel rate exceeds $95 per night.
e) Receipts and travel vouchers should be submitted to the Project Director within 30 days of the said travel date. No reimbursement will be made without a receipt of the incurred expense.
f) All Consortium members will be reimbursed based on the above rates per day and at a mileage rate of .28 per mile.

Persons who may travel utilizing these grant funds:

Project Executive Director, Project Manager, Project Coordinators, Project Planning Committee Members, Evaluator, Consultants, School System Superintendents, College President, College Deans, College Directors/Faculty, School System Administrators, principals, counselors, and teachers.

APPENDIX D

SAMPLE

TECH PREP CALL/REQUEST LOG

DATE	CALLER	ADDRESS/PHONE	MATERIALS/INFO. REQUESTED	COMPLETIO DATE
7/15/93	Mary Mirabiro (516) 997-8700 x390 (212) 627-3988	Nassau Co. Tech Prep consortium Nassau BOCES Valentine's Road and Plain Westbury, NY 11590-0114	On-Site Visit FY 1994 dates and information	7/15/93
7/14/93	Robert H. Blissner (691) 320-2480 x481	College of Micronesia - FSM Box 159 Kolonia, Pohnpei Federated States of Micronesia 96941	General Information packet Process Piece Model of Marketing brochures	7/14/93
7/09/93	Ann Torline (809) 776-7673	Department of Education Hospitality Resources 2-3 Susannaberg St. Johns, US Virgin Islands	On-Site visit binder	7/09/93
5/24/93	William Unger (203)743-6471 x 452	Education Department Federal Correctional Institute Danbury, Connecticutt 06810	General Information packet On-Site Visit FY 1994 dates and information	5/24/93
5/14/93	Mary Maly	Transformation Consultant Lakeland Area Education Agency Highway 18 2nd Street, P.O. Box 38 Cylinder, Iowa 50528-0038	Marketing Plan Process Piece Tech Prep Sprial Information booklet	5/14/93

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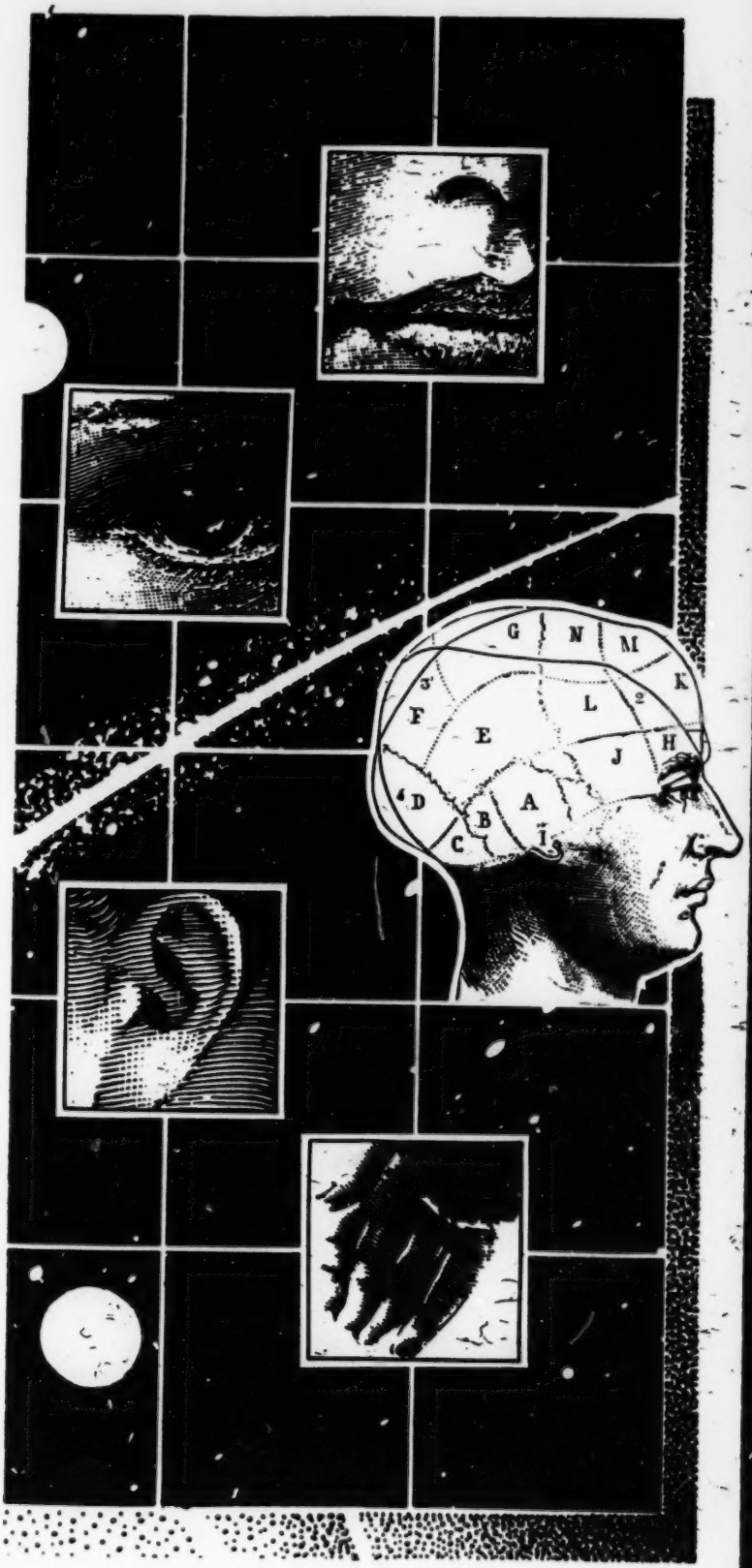
APPENDIX E



SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

SUMMER TRAINING INSTITUTE

PRESENTS

"TEACHING THROUGH LEARNING CHANNELS"

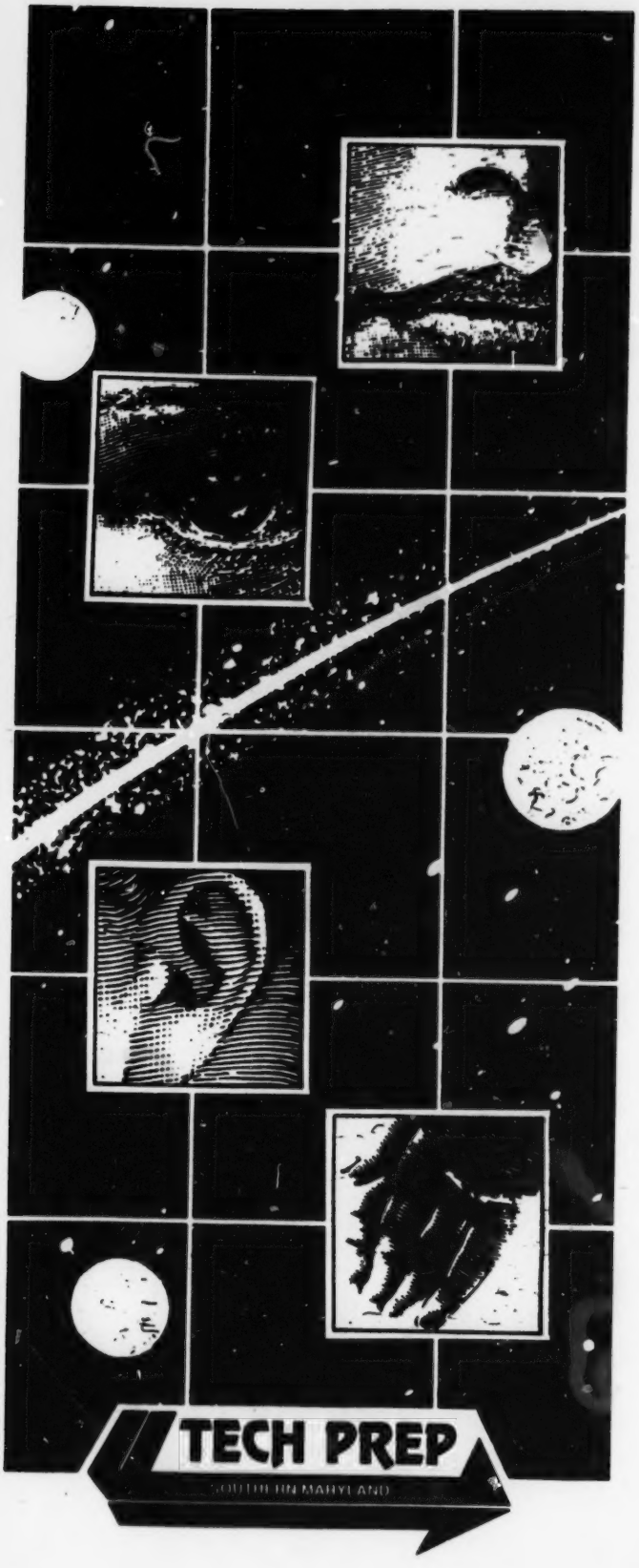
JULY 19 - 21, 1993
THREE DAY WORKSHOP

JULY 22, 1993
ONE DAY
TRAIN-THE-TRAINER
WORKSHOP

SOLOMONS ISLAND
HOLIDAY INN

155 Holiday Drive
Solomons, MD 20688

BEST COPY AVAILABLE



TEACHING THROUGH LEARNING CHANNELS

A high impact program that empowers teachers to reach the learnin; style preferences of all students. This three-day hands-on training Institut will focus on three objectives:

- Multisensory Teaching
- Perceptual & Organizational Styles - *Left and Right Brain Hemisphere Preferences*
- Compelling Whys

TRAIN-THE-TRAINER SESSION

A one-day workshop for those interested in learning how to conduc the *Learning Channels* workshops. Participants receive an instructor' guide and a workshop packet. *In order to attend this session you mu have completed the first three days of the workshop or have already attended workshop sponsored by PLS.* This session is limited to the first 70 registrant

Secondary and Post-Secondary Teachers / Faculty
Secondary and Post-Secondary Counselors

The Institute will be conducted by *Performance Learning Systems, Inc.* national consultants on teaching and learning styles. The consultin; team will be lead by Geraldine Flaherty from Nevada City, Californi and Althea Sassaman from East Berlin, Pennsylvania. Institut sessions will run from 8:00 a.m. - 5:00 p.m. Monday - Thursday.

Dale Parnell - *Education in the Middle of a Bell-Shaped Curve*

Dr. Parnell is the author of *The Neglected Majority* and a professor at Orego State University. He is working on a new book on cognitive learnin; to be published later this year. He will address the Institute on Monda evening, July 19, at a special dinner session beginning at 6:00 p.m. wit dinner at 7:00 p.m. *(this dinner is included in the Hotel Package and the "Meal Only" Plan).* For individuals wishing to attend the Monday evening dinne only, the cost is $35 per person. Please fill out the registration form an submit payment for the "Monday Night Reception/Dinner Only".

Two graduate credits will be awarded by Western Maryland College t each participant completing the first three days of the worksho he cost per person to register for credit will be $80.

Please use one registration form per person. Photocopies will be accepted if necessary.

Name _____

Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Phone _____

THREE-DAY WORKSHOP - July 19-21 *Fee includes instruction & materials*
$170 per person = _____

TRAIN-THE-TRAINER SESSION - July 22
Fee includes instruction, materials & continental breakfast, lunch and refreshment breaks on Thursday $135 per person = _____

TOTAL =

"MEALS ONLY" PLAN $140 per person = _____
GRADUATE CREDIT $80 per person = _____
MONDAY NIGHT RECEPTION / DINNER ONLY - July 19
This dinner is included in the "Hotel Package" and the "Meals Only" Plan
$35 per person x _____ = _____
SUNSET CRUISE - Tuesday, July 20
$15 per person x _____ = _____

TOTAL =

Checks enclosed - please make payable to:
Charles County Community College
P.O. enclosed # _____

Mail registration form and payment no later than
JUNE 18, 1993 to:
Southern Maryland Educational Consortium
c/o Charles County Community College / Tech Prep Project Office
P.O. Box 910, La Plata, MD 20646

Consortia in Maryland and within the Maryland region *(Delaware, Pennsylvania, Virginia, West Virginia and Washington, D.C.)* will be allowed to register up to six people. Additional spaces will be made available to multi-school district, multi-college consortia upon request. Individuals from consortia outside the region may register, but priority will be given to regional participants. Approximately 210 spaces are available and will be first-come, first-served.

HOTEL PACKAGE PLAN:

Includes three nights lodging (Sunday, Monday, Tuesday) at the Solomons Island Holiday Inn; three buffet meals Monday & Tuesday; continental breakfast & lunch Wednesday; and refreshment breaks

$290 single room rate

$430 double room rate (for two people)

**rates include 5% tax and 17% service charge on all meals*

Extra Night Hotel Rates (e.g. Wednesday night)

$54 single per night (+5% tax) $60 double per night (+5% tax)

For the Hotel Package Plan and extra night hotel reservations, please contact the Solomons Holiday Inn directly at 1-800-356-2009. Refer to the "Summer Training Institute" - code CHC - when registering.

"MEALS ONLY" PLAN:

For individuals not in need of accommodations, a "Meals Only" Plan is being offered. The Plan includes buffet breakfast, lunch and dinner both Monday and Tuesday, continental breakfast and lunch on Wednesday, and all refreshment breaks for the three days. The cost for the "Meals Only" Plan is $140 per person. You must sign up for the Plan when you register for the Institute. No single meal options will be offered for the Institute, except for the Monday evening dinner *(please see the "Special Guest Speaker" information for details).*

On Tuesday evening, July 20th, SMEC will host a sunset cruise that will take guests around the Patuxent River and out into the Chesapeake Bay. The cruise will take place immediately following dinner at 7:00 p.m. from the dock behind the Solomons Holiday Inn and will return after sunset, before 9:30 p.m. The cruise will cost $15 per person which includes snacks and soda *(a cash bar will also be available).* Spouses and children may register, but Training Institute participants will be given first priority.

MULTISENSORY TEACHING

Students learn through their senses and perceptions. While almost everyone uses all senses in learning, most people receive and retain information best through a particular sense - seeing, hearing, touching and feeling or movement. In every classroom there is likely to be a mixture of sensory preferences among students. Teachers tend to employ the techniques which correspond to their own sensory preference. However, the most outstanding vary their teaching strategies to reach all students' sensory preferences. Participants in this program will be tested to determine their own sensory preference.

In this section of the Institute, "multisensory teaching" will be presented. Teachers will learn to rotate their presentations and activities through the senses so that they are using as many ways as possible to present information, organize activities and orchestrate "live events" in their classrooms. Teachers will experience learning the program content by working in teams and through actual hands-on activities which can be applied back in their own classrooms.

OUTCOMES

- Participants will have a resource guide listing an abundance of multisensory classroom activities and materials for use with their classes.

Participants will create lesson plans with high sensory input components and real life experiences incorporated. They will practice delivering the lesson within their team and will receive feedback from colleagues on the orchestration of the lesson.

Guidance counselors will get a deeper understanding of the aptitudes and attitudes of the technology-trained student. Counselors will be able to guide students to select colleges, technical schools and training programs based upon their strongest assets.

PERCEPTUAL & ORGANIZATIONAL STYLES

Left and Right Brain Hemisphere Preferences

This high impact section of the training examines how information is learned as the mind perceives and organizes data. Participants will be tested on their own preferences so that an awareness and tolerance of styles is developed. The four learning styles to be examined are 1) abstract, 2) concrete, 3) sequential, and 4) global.

All participants will be presented with demonstrations and listings of teaching strategies geared to access the brain conceptualizing and organizing forms that expose students to different kinds of learning experiences. In this way students have a chance to excel in areas in which they are strong and to strengthen other areas. An emphasis will be placed on converting abstract lessons to hands-on lessons and to rotate presentations and activities through all learning styles.

Participants will directly experience lessons taught using activities from these four styles. They will receive a multitude of classroom strategies which match each learning style for use in their own classes.

OUTCOMES

- Participants will revise current lesson plans to incorporate more concrete teaching strategies.

Participants will analyze lessons to look for gaps in presentation styles and apply appropriate strategies to fill those gaps.

Guidance counselors will gain better understanding of the complexities of the practical nature of applied courses and their interrelation to academic courses. In addition, counselors will gain improved communication between guidance and teachers/faculty for developing strategies to enhance student learning.

COMPELLING WHYS

Emotionally linked reasons that drive students to learn and remember new information.

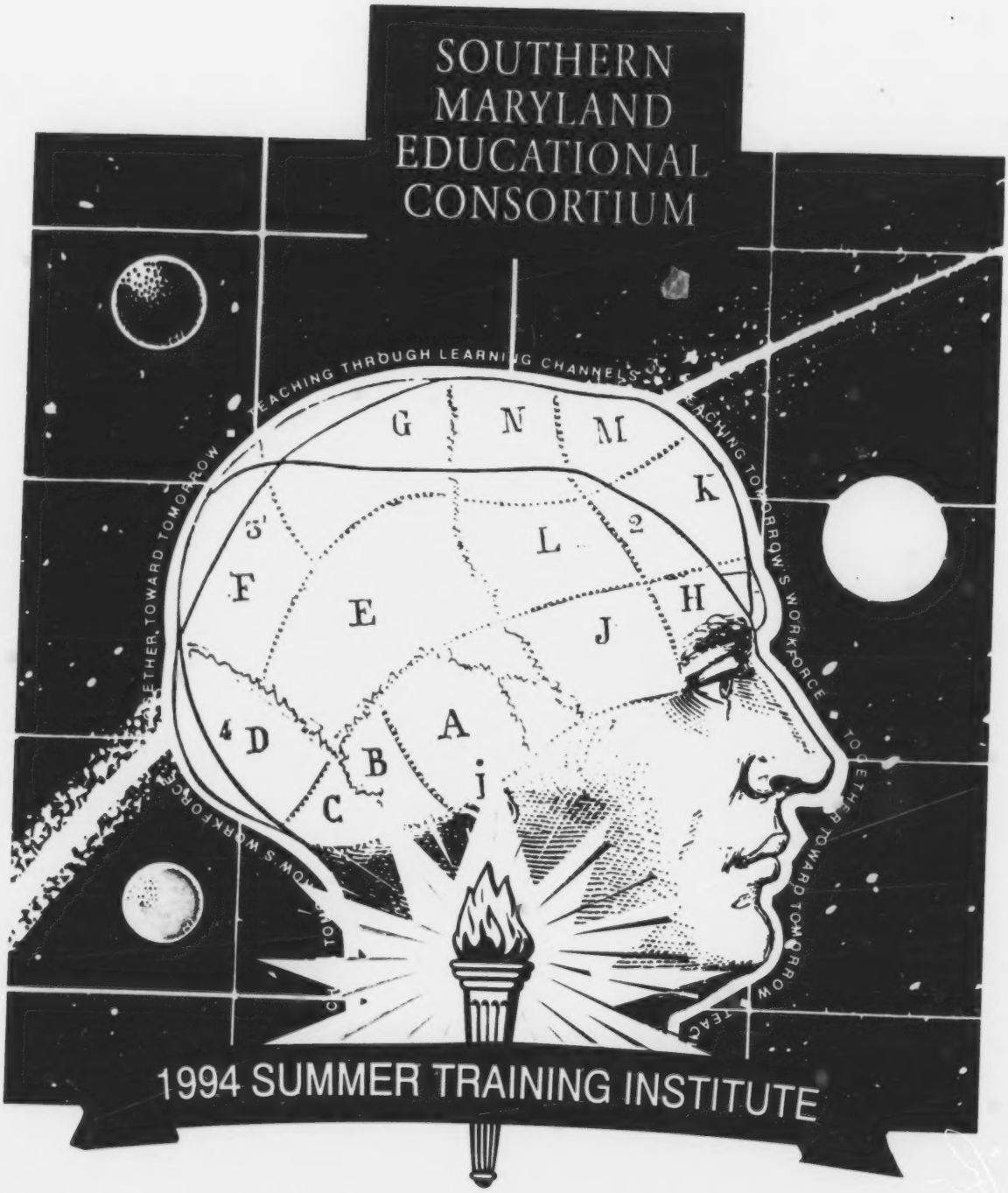
OUTCOMES

Participants will orchestrate learning activities that appeal to students' Compelling Whys.

Guidance counselors will be able to help students adjust their role in performing the tasks and learning the how and why behind the task.

Mary Byrski, *Director* or Joyce Rieman, *Project Assistant*
Southern Maryland Education Consortium
(301) 870-2309 ext. 443

Project funding provided by a U.S. Department of Education Tech Prep Demonstration Grant and by the Maryland State Department of Education, Division of Career, Technology and Adult Learning.


SOUTHERN
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TEACHING THROUGH LEARNING CHANNELS
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1994 SUMMER TRAINING INSTITUTE

PRESENTS:

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SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1994 SUMMER TRAINING INSTITUTE

INSTITUTE OVERVIEW

GOAL: *To provide teachers and faculty with the support and skills necessary to transition from classroom lecturers to classroom moderators who are capable of and comfortable with facilitating interactive, learn-by-doing activities.*

The 1994 Institute will offer participants a choice of three primary workshops, each designed to meet this goal. The first four-day workshop "Teaching Through Learning Channels", was offered at the 1993 Institute and has been brought back by popular demand. Learning Channels is a high impact workshop that empowers educators to reach the learning style preferences of all students.

The second four-day workshop is new and is entitled "Teaching Tomorrow's Workforce". This workshop will focus on enabling teachers and faculty to become more comfortable in the delivery of instruction utilizing collaborative learning techniques (e.g. teaching students the interpersonal skills needed to work in groups).

Finally, the Institute's goal cannot be accomplished by teachers alone. Communities, in particular businesses, must build partnerships with education and work with administrators, teachers, faculty and counselors to provide students with real world information and experiences. To emphasize the need for this collaboration, a one-day workshop has been added to the Institute for administrators and business/community partners. This session will provide practical strategies on why and how school systems and business/community partners can work together to enhance the learning process for all students.

Performance Learning Systems, Inc. will again provide the workshop trainers and facilitators. Participants in all three workshops will experience learning of session content by working in teams and through actual hands-on activities.

Summer Training Institute - Tech Prep Connection

Funding for this Institute is provided by a grant from the U.S. Department of Education for Model Tech Prep Demonstration Sites. A major emphasis of the DOE grant, of tech prep and of school-to-work initiatives is the development and implementation of integrated academic and technical course content. Strategies for empowering teachers to deliver integrated curriculum will be featured throughout this Institute.

AUDIENCE

- Secondary & Post-Secondary Teachers/Faculty
- Secondary & Post-Secondary Counselors
- Secondary & Post-Secondary Administrators
- Business & Community Partners

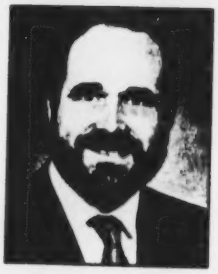
SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1994 SUMMER TRAINING INSTITUTE

INSTITUTE TRAINERS - Performance Learning Systems, Inc.

Geraldine M. Flaherty, M.S.

Steve Sassaman



Stephen G. Barkley

Performance Learning Systems, Inc. (PLS) is the largest privately held staff development provider of training for educators nationwide. PLS serves the needs of 25,000 teachers yearly and is affiliated with over 100 colleges and universities. SMEC is pleased to have PLS return as the 1994 Institute facilitators/trainers.

The following individuals will serve as the lead facilitators for the three workshops. Geraldine Flaherty and Steve Sassaman will lead the "Learning Channels" and the "Teaching Tomorrow's Workforce" workshop and Steve Barkley will lead the "Together Toward Tomorrow" workshop for administrators and business/community partners. All three trainers are positive, enthusiastic, sensitive and witty — true role models who practice what they teach.

GERALDINE M. FLAHERTY, M.S.

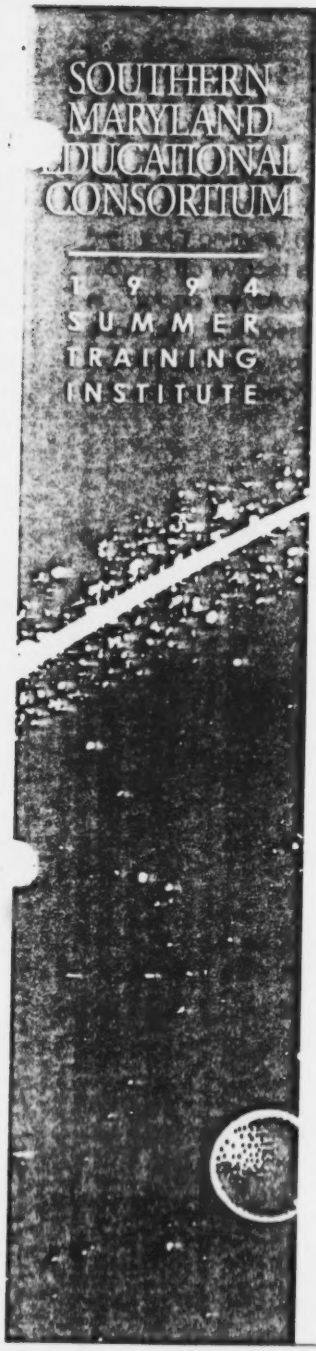
Geraldine Flaherty is currently Chief Training Consultant for PLS. An educator since 1964, Geraldine's professional experience includes teaching regular and special education students and curriculum development. She has taught as an adjunct professor at Fordham University in New York, Northern Illinois University in De Kalb, California State University at Chico, and the University of San Diego. Geraldine is also coauthor of the book *How to be a Successful Teacher and New to Your School*, Geraldine was a keynote speaker at the 1991 SREB Summer Conference in Tampa, Florida and was the lead trainer for the 1993 STI.

STEVE SASSAMAN

Steve Sassaman is Director of PLS Programs for Eastern Pennsylvania. For the past 18 years Steve has been involved in a variety of school and college educational work. He has been a classroom teacher and coach, department chair, college instructor and national keynote speaker. Steve is a caring, motivating and effective presenter and was a featured trainer at the 1993 STI

STEPHEN G. BARKLEY

Steve Barkley is a dynamic and gifted presenter internationally recognized for his expertise in restructuring and integrating a more "hands-on" curriculum. Steve brings 20 years' experience as an educator. He has served as an elementary teacher and as a consultant to school districts, teacher organizations, colleges, and state departments of education. Steve was recently featured at the 1993 SREB Summer Conference in Birmingham, Alabama, and at both the Ohio and Maryland State Tech Prep conferences.



"TEACHING THROUGH LEARNING CHANNELS"

This workshop explores the process of increasing academic success by focusing on the development of strategies to meet the needs of all students, including those "at-ris". The three primary focus areas for this workshop will be **1)** Multisensory Teaching, **2)** Perceptual and Organizational Styles — Left and Right Brain Hemisphere Preferences, and **3)** Compelling Whys.

■ MULTISENSORY TEACHING

While almost everyone uses all senses in learning, most people receive and retain information best through a particular sense - seeing, hearing, touching and feeling or movement. In every classroom there is likely to be a mixture of sensory preferences among students, yet teachers tend to employ the techniques which correspond to their own sensory preference. However, the most oustanding vary their teaching strategies to reach all students' sensory preferences.

Participants will:

- Determine their own sensory preferences;
- Learn to rotate classroom activities utilizing all "senses";
- Create lesson plans incorporating high sensory input components and real life experiences; and
- Gain a deeper understanding of the aptitudes and attitudes of students, enhancing abilities to guide student selection of careers and courses.

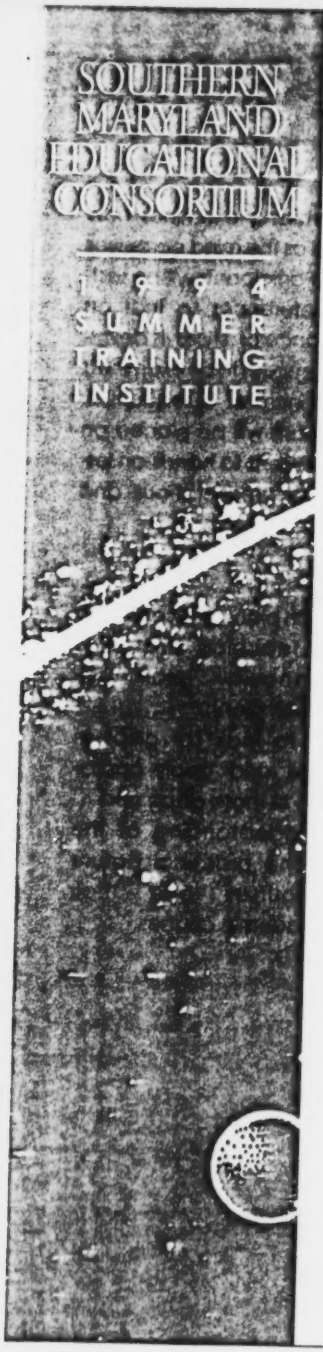
■ PERCEPTUAL & ORGANIZATIONAL STYLES

This section of the training examines how information is learned as the mind perceives and organizes data. Participants will be tested on their own preferences so that an awareness and tolerance of styles is developed. The four learning styles to be examined are **1)** abstract, **2)** concrete, **3)** sequential, and **4)** global. Emphasis will be placed on converting abstract lessons to hands-on lessons and on rotating presentations and activities through all learning styles.

Participants will:

- Revise current lesson plans to incorporate more concrete teaching strategies (participants should plan to bring a sample lesson plan);
- Analyze lessons to look for gaps in presentation styles and apply appropriate strategies to fill those gaps; and
- Gain a better understanding of the complexities of the practical nature of applied courses and their interrelation to academic courses.

Over



TEACHING THROUGH LEARNING CHANNELS"

■ COMPELLING WHYS

A compelling why is an emotionally-linked reason or motive that drives a student to want to learn, commit information to memory, and then to recall it when desired. Addressing compelling whys in teaching can compel students to become more involved in, remember, and recall what is taught so that teaching becomes easier. Emphasis will be on empowering participants to create emotional impact in what they present.

Participants will:

- Design verbal and nonverbal compelling whys for use in the classroom;
- Orchestrate learning activities that appeal to students' compelling whys; and
- Learn to assist students in adjusting to their role in performing the tasks and in learning the how and the why behind the task.

■ "TRAIN-THE-TRAINER"

This is a one-day workshop for those interested in learning how to conduct the "Teaching Through Learning Channels" workshop. Participants receive an instructor's guide and a workshop packet. In order to attend this session you must have completed the four-day workshop itself or have already attended another PLS workshop on this topic.

Side 2

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SUMMER
TRAINING
INSTITUTE

f schools are to respond to the nation's economic needs, they must teach the skills and behaviors which employers have identified as crucial to workplace success.

everal research projects addressing this issue have been conducted by various groups across the nation. There is agreement among these researchers that employers believe what employees need is collaborative and interpersonal skills in relating to others. To function in the workplace environment employees need negotiating and teamwork skills as well as speaking, listening and oral communication ability.

odeling the movement toward more participative management in the business world, participants in this workshop will become actively involved with the skills needed to reorganize the delivery of instruction. In doing so students become active participants in the learning process rather than passive learners and the teacher moves from imparter of information/lecturer to a manager of experiences and activities/moderator.

n the first section of the program participants will learn how to develop and carry out **Cooperative Starters** which are techniques for involving students in activities that can be done quickly. **Cooperative Starters** can be infused immediately into any teaching style.

n the second section of the program participants will learn the **3-D Model**. In this model participants will improve their skills of teaching students to work together effectively, monitoring group work and debriefing lessons.

articipants will learn to:

- Teach students interpersonal skills needed to work in groups.
- Develop and carry out cooperative learning "Starters".
- Use the power and strategy of debriefing cooperative groups.
- Create positive interdependence among group members.
- Manage collaborative processes so that students learn academics and interpersonal skills simultaneously.
- Teach students to become "PALS" (Participate, Attend, Listen, Stay on task) in cooperative groups.

his is a one-day workshop for those interested in learning how to conduct the "Teaching Tomorrow's Workforce" workshop. Participants receive an instructor's guide and a workshop packet. In order to attend this session
you must have completed the four-day workshop itself or have already attended another PLS workshop on this topic.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1994 SUMMER TRAINING INSTITUTE

"TOGETHER TOWARD TOMORROW"

This one-day workshop for administrators and business/community leaders will focus on the initial steps necessary to create an environment which allows experimentation in creating a restructured curriculum through collaboration and partnerships. Two key areas will be explored regarding **1)** why school systems and communities need to evolve in order to meet the demands of tomorrow's workforce and **2)** how school system, business and community leaders need to work together to implement these changes.

WHY: A New Paradigm for Learning

How learning really occurs and identification of new strategies:

- What brain compatible learning is;
- How schools can provide "real world" and "live events" learning options; and
- The critical role of business and community partners.

HOW: Together Toward Tomorrow

New learning communities require leaders in schools and communities to promote:

- Common missions and beliefs;
- Creative solutions;
- Risk taking and "permission to fail";
- On-going measurement and modification; and
- Celebrations of success.

Understanding of these elements is essential to the restructuring and shared decision-making processes necessary to move school systems into the 21st century, especially in the establishment of integrated curricula and work-based learning components. The workshop leader, Steve Barkley, has experience with school restructuring efforts across the United States. His approach to this session will be "hands-on" and participants will learn, work, laugh and think!

Bring along a "partner" or attend this session individually. Either way participants will leave with the energy to make a difference in the way that their community addresses learning.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1 9 9 4 SUMMER TRAINING INSTITUTE

GRADUATION CREDITS

■ ONE GRADUATE CREDIT/$50

Requirements: Attend all four days of the Institute; ***and***

LEARNING CHANNELS attendees will participate in all aspects of the training which includes the creation and presentation of a multisensory mini-lesson.

attendees will participate in all aspects of the training which includes the development of cooperative "starter" activities.

■ TWO GRADUATE CREDITS/$100

Requirements: Attend all four days of the Institute; ***and***

LEARNING CHANNELS *attendees will:*

- Participate in all aspects of the training which includes the creation and presentation of a multisensory mini-lesson; ***and***
- Create and submit a lesson plan that incorporates compelling whys and KTAV multisensory aspects. Each component must be present in the lesson and labelled clearly.

attendees will:

- Participate in all aspects of the training which includes the development of cooperative "starter" activities; ***and***
- Create and submit a Cooperative Learning "3-D" model cooperative process.

■ THREE GRADUATE CREDITS/$150

Requirements: Attend all four days of the Institute and a follow-up Saturday session in Southern Maryland in fall of 1994.

LEARNING CHANNELS attendees will:

- Participate in all aspects of the training which includes the creation and presentation of a multisensory mini-lesson; ***and***
- Choose a video or project paper to be presented at the follow-up Saturday session in small curriculum groups.
  - ◆ Design, present and videotape a multisensory live event with compelling whys present. Submit with the video tape a typed description of how the live event was orchestrated; ***or***
  - ◆ Write a six (6) page paper that incorporates the ideas presented in the Institute, applies them to your own needs and interests as a useful action plan and looks at current research on the topic.

attendees will:

- Participate in all aspects of the training which includes the development of cooperative "starter" activities; ***and***
- Choose a video or project paper to be presented at the follow-up Saturday session in small curriculum groups.
  - ◆ Design, facilitate and videotape a cooperative learning process run with students incorporating the major concepts presented in the Institute; ***or***
  - ◆ Write a six (6) page paper that incorporates the ideas presented in the Institute, apply them to your own needs and interests as a useful action plan and looks at current research on the topic.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1994 SUMMER TRAINING INSTITUTE

ACCOMMODATIONS & MEAL

■"HOTEL PACKAGE"

This package includes:

- Four nights lodging at the Solomon's Island Holiday Inn (Sunday, Aug. 7 - Wednesday, Aug. 10)
- Buffet breakfast and lunch (Monday, Aug. 8 - Thursday, Aug. 11)
- Monday Evening Reception & Dinner
- All refreshment breaks

Rates for this package are:

- $460 single room rate
- $660 double room rate (for two people)

**rates include 5% tax and 17% service charge on all meals*

- Extra Night Hotel Rates *(e.g. Thursday night)* $62 single / $62 double per night *(+5% tax)*

The "Hotel Package" reservations must be made by calling the Solomon's Island Holiday Inn directly at **1-800-356-2009**. Please refer to the "Summer Training Institute"- **Code CHC** when making reservations

Deadline for making the "Hotel Package" Plan reservations is: **Friday, July 15, 1994.** Room availability cannot be guaranteed after this date.

Cancellation for the "Hotel Package" Plan must be made directly with the Solomon's Island Holiday Inn no later than **Friday, July 29, 1994.** Cancellations made after this date will result in registrants being billed for the costs of meals included in the Package (approximately $225).

■ SINGLE NIGHT ROOM RESERVATIONS

(Non-package rates)

For those individuals attending the one-day workshop on August 9 or the "Train-the Trainer" Sessions on August 12, single night room reservations may be made at the following rates:

- $62 single/$62 double per night (Includes 5% tax)

Single room reservations can be made by calling the Solomon's Island Holiday Inn at **1-800-356-2009** (refer to the Summer Training Institute- **Code CHC** to receive the guaranteed rates).

■ "MEALS ONLY" PLAN

For individuals who do not need accommodations, a "Meals Only" Plan is being offered.

This plan includes:

- Buffet breakfast and lunch (Monday, Aug. 7 - Thursday, Aug. 11)
- Monday Evening Reception & Dinner
- All refreshment breaks

The cost for the "Meals Only" Plan:

- $225 per person

You must register for the "Meals Only" Plan when you register for the Institute. No single meal options will be offered, except the "Monday Evening Reception & Dinner" *(See Registration Form)*

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1994 SUMMER TRAINING INSTITUTE

GENERAL INFORMATION

■ REGISTRATION & CANCELLATIONS

Cancellations for the Institute registration fees and the Sunset Cruise must be made in writing before July 29, 1994 to receive a refund. After this date no refunds of any kind will be made and registrants will be billed for the full amount. However, substitutes for individuals registered will be allowed.

■ SUNSET CRUISE

On Wednesday evening, August 10th, SMEC will host a sunset cruise taking guests around the Patuxent River and out into the Chesapeake Bay. The cruise will leave immediately following dinner, at 7:30 p.m., from the dock behind the Solomon's Island Holiday Inn and will return before 9:30 p.m., after sunset. The cost will be $15 per person which includes hors d'oeuvres, snacks and refreshments. Spouses and children may register, but Training Institute participants will be given first priority.

■ SPACE AVAIABILITY

Space for all work shops and "Train-the-Trainer" sessions is limited and will be filled on a first-come, first-served basis.

The registration deadline is JULY 8, 1994.

■ MONDAY EVENING RECEPTION, DINNER & GUEST SPEAKER

On Monday evening , August 8, SMEC will host a special reception and dinner for all STI participants, their guests, and invited local business and community leaders. The cost of the reception/dinner are included in the "Hotel Package" Plan and the "Meals Only" Plan. Participants not purchasing one of these packages, especially those staying overnight for the one day "Together for Tomorrow" workshop may purchase reception/dinner tickets at a cost of $40. Please fill out the registration form and indicate that the payment is for the "Monday Night Reception/Dinner Only". This year's special guest speaker has yet to be determined and will be announced in subsequent mailings.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

1994 SUMMER TRAINING INSTITUTE

REGISTRATION FORM / DEADLINE - JULY 8, 1994

Please use one registration form per person. Photocopies will be accepted if necessary.

Name _____

Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

( ) Phone _____ ( ) Fax _____

F E E S

Please choose only one workshop and one corresponding Train-the-Trainer session.

■ "TEACHING THROUGH LEARNING CHANNELS"
Four-Day Workshop: August 8 - 11, 1994
Fee includes instruction and materials. ..... $220 per person* = _____

"TRAIN-THE-TRAINER SESSION"
One-Day Workshop: August 12, 1994
Fee includes instruction, materials, buffet breakfast and lunch, refreshment breaks ..... $145 per person = _____

■ "TEACHING TOMORROW'S WORKFORCE"
Four-Day Workshop: August 8 - 11, 1994
Fee includes instruction and materials ..... $220 per person* = _____

"TRAIN-THE-TRAINER SESSION"
One-Day Workshop: August 12
Fee includes instruction, materials, buffet breakfast and lunch, refreshment breaks. ..... $145 per person = _____

* **TEAM DISCOUNTS** - *Offered on Four-Day Workshops ONLY.*
Consortia sending a team, or teams of four or more individuals will receive a 10% discount on each individual's registration total. In order to receive a team discount all individual registrations must be submitted together. If applicable, write in $200 instead of $220 for each team participant in the spaces provided above.

■ **"TOGETHER TOWARD TOMORROW" Administrator/Business/Community Partners Workshop**
One-Day Workshop: August 9, 1994
Fee includes presentation, instruction, materials, buffet breakfast and lunch, refreshment breaks ..... $95 per person = _____

■ **SUBTOTAL** = _____

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ADDITIONAL FEES

- **HOTEL PACKAGE PLAN**
  Please call the hotel directly to register for this package.
- **"MEALS ONLY" PLAN**
  Includes buffet breakfast and lunch Monday, August 8 through Thursday, August 11, Monday Evening Reception & Dinner, refreshment breaks ..... $225 per person = _____
- **MONDAY NIGHT RECEPTION & DINNER**
  August 19, 1994
  **This is included in the "Hotel Package" and the "Meals Only" Plan* ..... $40 per person = _____
- **SUNSET CRUISE**
  Wednesday, August 10
  7:30 p.m. - 9:30 p.m.
  Includes cruise, hors d'oeuvres, snacks and refreshments

$15 per person X_____ guests = _____

■ **SUBTOTAL** = _____

GRADUATE CREDIT

- **ONE GRADUATE CREDIT** = $50 ..... _____
- **TWO GRADUATE CREDITS** = $100 ..... _____
- **THREE GRADUATE CREDITS** = $150 ..... _____

■ **SUBTOTAL** = _____

PAYMENT

☐ Add all subtotal figures from Side 1 and Side 2 and pay this amount.

■ **GRAND TOTAL** = _____

☐ Check enclosed made payable to: **Charles County Community College**

☐ P.O. enclosed # _____

Mail this registration form with payment to:

Southern Maryland Educational Consortium
c/o Charles County Community College
Tech Prep Project Office
P.O. Box 910, La Plata, MD 20646

Side 2

1993 STI PARTICIPANTS COMMENTS

TECH PREP
SOUTHERN MARYLAND

CALL FOR MORE INFORMATION

Mary Byrski, *Director*
or Joyce Rieman, *Project Assistant*
Southern Maryland Education Consortium
c/o Charles County Community College
Tech Prep Project Office
P.O. Box 910, La Plata, MD 20646
(301) 934-0730 FAX (301) 934-0779

Project funding provided by a U.S. Department of Education Tech Prep Demonstration Grant and by the Maryland State Department of Education, Division of Career, Technology and Adult Learning.

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(817) 281-0884

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SUMMER TRAINING INSTITUTE

"Teaching Through Learning Channels"
Solomons Island Holiday Inn
July 19 - 22, 1993

Institute Agenda

Sunday, July 18, 1993

4:30 - 6:30 p.m.	Institute Registration	Patuxent Concourse

Monday, July 19, 1993

7:00 - 10:00 a.m.	Institute Registration	Chesapeake Concourse
7:30 - 8:30 a.m.	Breakfast Buffet	Cove Point Room
8:30 - 9:30 a.m.	Opening General Session	Cove Point Room
9:30 - 11:00 a.m.	Breakout Sessions Participants will be assigned to a small group and an instructor at the registration table GROUP A - GROUP B - GROUP C -	 Hunting Creek Room Battle Creek Room St. Leonard Creek Room
11:00 - 11:15 a.m.	Morning Break	Patuxent Concourse
11:15 - 12:15 p.m.	Breakout Sessions Participants will continue activities in the same room with the same group and instructor for all Monday - Wednesday breakout sessions.	Hunting Creek Room Battle Creek Room St. Leonard Creek Room
12:15 - 1:15 p.m.	Lunch Buffet	Cove Point Room
1:15 - 3:00 p.m.	Breakout Sessions	same rooms as listed above

Wednesday, July 21, 1993

7:00 - 8:00 a.m.	Breakfast Buffet	Cove Point Room
8:00 - 10:20 a.m.	Breakout Sessions	Hunting Creek Room Battle Creek Room St. Leonard Creek Room
10:20 - 10:35 a.m.	Morning Break	Patuxent Concourse
10:35 - 12:00 noon	Breakout Sessions	same as previously listed
noon - 1:00 p.m.	Lunch Buffet	Cove Point Room
1:00 - 3:00 p.m.	Breakout Sessions	same as previously listed
3:00 - 3:15 p.m.	Afternoon Break	Cove Point Concourse
3:15 - 5:00 p.m.	General Session and Closing Ceremonies	Cove Point Room

Dinner Wednesday evening IS NOT included in the Hotel and Meals Only Packages.

Thursday, July 22, 1993

Train-the-Trainer Session

7:00 - 9:00 a.m.	Session Registration	Cove Point Concourse
7:00 - 8:00 a.m.	Breakfast Buffet	Cove Point Concourse
8:00 - 10:30 a.m.	Training Session	Cove Point Room
10:30 - 10:50 a.m.	Refresher Break with Continental Breakfast Fare	Cove Point Concourse
11:50 - 1:30 p.m.	Training Session	Cove Point Room
1:30 - 2:30 p.m.	Lunch Box lunches-to-go will be available for participants who want to leave	Patio

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

S U M M A R Y O F E V A L U A T I O N F O R M S

Summer Training Institute
July 19-22, 1993

Overall, how would you rate your experience at the Summer Training Institute?

40 excellent 22 good 5 fair 0 poor

Are there any general comments that express your feelings regarding the institute?

- Instructor enthusiasm effected everyone, setting a positive atmosphere
- Much help and information both personally and professionally
- PLS ideas and instructors are excellent. Very down to earth and practical
- Great facilities! Great leaders! Great subject matter!
- Excellent, lots of hands-on, practical, apply to my entire student body. I'm anxious to apply these strategies! I like the 3 day time period.
- Geraldine is a real asset, I enjoyed her and Terri both
- Non-threatening. Really made you feel at ease to "open up" and absorb!
- Hands-on practical useful info.
- Overall, very well done! You are a great host and hostess
- Group interaction and handouts
- Best workshop ever!!! First time instructor has wonderfully practiced when she preached!!
- Informal sessions-great for networking with other students, teachers administrators
- General sessions great, brief, concise--too many examples
- Very practical teaching of strategies
- All presenters were genuinely interested in learning
- Enjoyable
- The only real criticism I would have is that the days were too long, which is not something that can be changed easily because of time constraints, etc.
- The institute was a good way to communicate practical teaching ideas and methods. It was very practical worthwhile.
- Too long to get to the point
- Because I am from a community college, I felt the

presentations were slanted towards secondary schools--need to use adult examples
- Covered much of what was in other PLS courses
- I appreciate all of the hard work by all involved...enjoying teaching strategies, but the fluff was unneeded (i.e. the singing, beach balls, play doh). One day would have been enough.
- Need more breaks.

Please check all the areas/activities that you especially liked and need to be retained.

__58__ General sessions

__59__ Breakouts sessions

__40__ Dinner Sessions with speaker

__46__ Informal break sessions

__36__ Sunset Cruise

General comments regarding the activities/sessions that you participated in:

- More free time for brainstorming
- Dinner session was hard after such a long day, but the speaker was excellent. Don't do unless the speaker is that good or better.
- Need more free time to enjoy facilities, tour area and socialize informally
- Should be a shorter amount of time
- Geraldine and Steve were so energetic! (I didn't have Steve's wife) I only hope that I can deliver instruction as they did!
- Didn't need a "pep talk" or a sales job -- we were already hooked - needed fun or more expertise
- Ways to review so that I can retain
- Looking forward to crabs - might have been a good activity for Sunday night
- Too many examples
- I loved all the opportunities we had to talk to colleagues
- Sunset Cruise -- mental Health Break
- Expose groups to different facilitation styles- rotate breakouts
- Need more informal breaks

- Some LEC seemed to go on too much - only one example needed.

Please check all that apply to your feelings regarding the area(s) that are in need of improvement:

__8__ General Sessions

__15__ Breakout (small groups)

__1__ Dinner Session with Speaker

__8__ Informal breakout sessions
__6__ Sunset Cruise

__9__ Other

Please comment on the area(s) that are in need of improvements:

- Perhaps a free afternoon or late afternoon (3-5 p.m.) would recharge energy during the 3 day sessions
- Well organized - considering all aspects - well done
- I would like something other than coffee offered in the a.m. Not a coffee drinker.
- Allow or build in time during the day free time - if necessary have a group session on the evening
- Confusion about accommodations
- None
- Sunset Cruise - reduce to 1.5 hours
- Sunset Cruise - too long
- More free time; also (and I don't know how!) - more participation by other counties
- Needed sodas at a.m. breaks
- General Session - too much trivia! Sunset Cruise too long & too slow
- Needed pretzels
- Sunset Cruise - too slow
- More group interaction
- All were excellent
- General sessions - not on time
- A free evening without activities or early afternoon break
- Clients were not given enough down time to relax. I would have been happier to have stayed a day or so longer with the training not as intense.
- The entire workshop well organized
- Longer full 5 days
- Breaks should have been provided when they were scheduled (on time).

- During breakouts - notation to see different styles in action
- Breakouts could be shorter or fewer
- I thought everything was just fine.
- I would like to see videos of each learning styles and GASC demonstrated and identified on subject matters used in high schools - perhaps to take home and view for time sake
- Informed sessions - cold drinks in a.m.; juice not just sodas and visitors for out of county needed more time to see and enjoy Solomons
- Have students rotate through the 3 instructors classes, allowing all learning styles to learn from the various teaching styles!
- Speakers should rotate among groups so we have the opportunity to experience different styles
- If these are the breaks - should have buns, cookies - or some light snack, not enough ice
- Air temperature in breakout sessions
- General sessions too long! Participant Burnout!! More recreational time is needed!!
- Breakouts- more examples (concrete) that can be used in classes.
- Days are too long with too much material
- Need more time for participants to relax 8-5 and longer creates an overload - frustrates peoples trying to learn.

How would you rate the hotel accommodations during your stay at the Holiday Inn?

Guest Rooms:	36	Good	4	Satisfactory	0	Poor
Meeting Rooms:	23	Good	28	Satisfactory	7	Poor
Food Service:	41	Good	18	Satisfactory	1	Poor
Personnel:	30	Good	26	Satisfactory	11	Okay

Please list your comments regarding your hotel accommodations concerning your guest rooms, meeting rooms, food service, and personnel of the Holiday Inn.

- Temperature of the meeting rooms were too cold
- Cool meeting rooms (but rather have cool than hot)
- Geraldine is a national treasure!
- Wonderful location.
- I requested that no one enter my room and they did three

days running! Please serve more fresh fruits and fat free food (yogurt)

- Lighting of meeting rooms bad
- Lack of communication between marketing and front Management desk caused major problems.
- I liked the temps! (in the meeting rooms)
- Temperature control needed and wastebaskets. Staff well organized and so helpful.
- Cold, drab, meeting rooms
- Good educators; sensitivity to participants needs.
- Personnel the Best! Geraldine RULES!
- Session rooms were cold at times.
- Room Temperature was good once initial lows were adjusted! Food was good!!
- Meeting rooms too cool; if everyone stayed overnight more bonding would occur developing stronger county teams and longer networking with each other and teachers outside the school district.
- Meeting rooms temperature cool; more fruit, not so much gravy and sauces on foods.
- Food was good but got progressively worse.
- Where's the fruit? Food quality went down daily at the Holiday Inn.
- We had a mix up with the rooms!
- Rooms too cold.
- No Vegan Food!!!

List at least one idea that you will definitely take back with you to your school/classroom setting from your visit:

- Different types of learners
- KTAV
- All were good!
- Trying to identify styles of some other faculty I team teach with a partner or pair someone(s) different from me to give broader presentations and classes. Also, that it is ok being me and being different in class.
- Adjust for Abstract Global
- Inservice for teachers on strategies to address the various modern styles
- Making sure to offer varied types of learning activities to reach all learning styles.
- Training programs for a variety of persons, parents, teachers, students done by the counselors.
- That students function best when they are allowed to learn from the perspective of their most comfortable learning style.
- I plan to use them all in some fashion. I will incorporate at least one new strategy for each chapter in each class.

- More auditory exercises in class
- KTAVOG
- More aware of different learning styles.
- Too many to choose just one!
- Activities to help determine sensory strengths of individuals students
- Allow for various perceptual and organizational styles in my teaching
- Being more conscious of and using different learning styles/strategies
- Small group breakouts
- Have classes do more group activities
- Less concentration on abstract sequential, move toward style in classroom
- I will definitely restructure my lessons with more attention to all learning styles
- KTAVOG
- Using concrete sensory examples to illustrate abstraction
- Strategies. The idea that students learn in different ways!
- KT Sensitivity
- The realization that instruction should be more varied
- No style is wrong!
- GASC and Guest speakers
- All I possibly can - especially adapting teaching styles to include all learners.
- Kinestinetic kids need more; auditory kids need to talk
- More hands-on "real activities" for students
- Learning styles for inservices to my vocational teachers
- Children learn in naturally different ways
- An awareness of different learning styles and adapting my teaching to them
- The various learning styles with specific teaching strategies - plus lessons plans
- Learning style and multi-sensory
- Some teaching styles focus on content not students
- Tips on bridging teaching activities for all learners
- Lessons plans with a variety of activities for all
- Activities which we participated in
- An assessment of learning styles - awareness of my own learning styles
- Mental tic-tac-toe
- KTAV
- The idea of evaluating each lesson plan for KTAVOG - it's a practical, usable and easy format
- Learning styles
- Incorporating both KTAV & GASC in lesson planning
- Using the many learning styles and be aware of them on my lesson
- GASC in teaching methods
- GASC-a great concept to share with staff to give them more awareness of themselves and appreciations of the

qualities of others (including their students).

- All the learner/teacher characteristics for improving instruction and learning
- Remembering to include compelling whys!!
- Help students to feel normal that they are okay
- Open-minded to all learning styles
- Awareness of need to change teaching styles more often
- Mental tic-tac-toe; incorporating KTAVOG in more lessons
- Too early to decide - sometimes things come out when least expected
- Concrete global strategies
- Student learning styles
- Spirit Readings
- Sharing of senses
- Multi-sensory activities
- Multi-sensory learning; right and left brain concepts

List at least one idea or suggestion about any aspect of the institute that was not useful to your position or school system and might be eliminated from a future institute:

- Mini sessions were okay but least valuable
- All aspects were useful
- None
- I don't particularly like to be filmed
- All so useful, I'm a classroom teacher eager to try new techniques
- "Electric Slide"
- The mini sessions were too structural and not as productive with vague feedbacks.
- No lessons-would like to see some plans; video lessons using concepts more concrete examples on green binder
- Perhaps one day on KTAV and one day on hemispheres, and one day to incorporate the two.
- Slime in certain circumstances
- Singing, beach balls, play doh

Please comment and give suggestions concerning the format and organization of the institute. As far as timing is concerned, what is the best time to conduct this type of function.

36	Early Summer	(late June - early July)
31	Late Summer	(late July - early August)
6	Early Fall	(October)
7	Late Fall	(November - December)
4	Winter	
5	Early Spring	(late March - early April)
1	Late Spring	(late April - early May)

Comments and other suggestions regarding the timing of the training institute:

- Midsummer - July
- Earlier in July
- Definitely in the summer
- Wintertime in the Caribbean
- 3 Credit course
- During the school year would be best if counties are willing to cooperate - I checked summer, because I have my doubts about missing 3-4 days in the school year.
- I hope the team will be available for school and district workshops
- Do before teachers are burned out in the spring
- More days (or less information), more recreational (incentive) time

To improve our institute, what individuals need to be involved or included in next year's institute:

__62__ Teachers

__44__ Building Level Administrators

__47__ Counselors

__38__ Central Office Administration/Supervisor

__21__ Parents

__17__ Students

__27__ Business Partners

__29__ Board of Education Members

Please provide any suggestions for improving future institutes in regard to length of visit. Remember that we need at least 20 hours of instruction for 2 hours of University credit.

__28__ 3 Full days (8:00 - 5:00 p.m.)
__21__ 3 1/2 Days (9:00 - 4:30 p.m.) + (9:00 - Noon)

Please describe any other possible suggestions that you might have for an appropriate length of the institute.

- 3 1/2 days and 1/2 day for trainers = 4 days
- 3 days and some time for personal time during the day
- 4 days
- Pace was too accelerated - needed more "down time"
- 4 days of 8:00 - 4:00 p.m.
- Need some down time built in; trade p.m. evening
- one week spaced with time for refection Monday-Friday until noon
- 5 days 8 a.m. - 2 p.m.
- 2 full days and 2 half days
- 5 full days
- 2 full days. A three day workshop is hard to attend
- 4 days with time to discuss and reflect
- 5 days meet at schools without food extras....
- 4 days at 5 hours each
- 4 or 5 days with built in recreation/free time (incentive to attend)

Have you any further ideas or suggestions for improving the training institutes?

- I feel this is a tool which should be required for all teachers and school staff (also college).
- Have some free time between the sessions. It was great but check quality of presenters--need strong tactical skills - energy level high.
- More time with Geraldine!
- Next year--need second phase; intermediate level
- More leisure time to reflect upon what is being learned and also to relax from the intensive learning sessions
- Make the sunset cruise part of the institute (not optional) "Working Fellowship" so schools will pay for it also, and easier to arrange. People were sharing ideas on the cruise.
- Others have said "Steve's wife" is not as dynamic as she could be, but she has a difficult comparison since Geraldine and Steve are <u>so</u> dynamic and animated!
- Rotate all 3 teachers between all 3 groups of participants. More free time.
- In this particular institute, "non Geraldine groups" would have enjoyed having her conduct one of their breakout sessions.
- More models - usable handouts - role playing
- Working handouts and take home binders
- Excellent!!!

- I would like to see a special session offered for all new teachers 1) a follow-up; part II session 2) entire session devoted to GASC
- Have a follow-up course or meeting
- I would have been interested in having a few more vendors available (selling instructional materials)
- Why not use schools for meeting (say Southern MS) and do meals on your own.
- Breakout leaders could be rotated at some point. (Perhaps between KTAVOG & GASC)
- MORE BREAKS!!
- Monday was too long. Althea was a great instructor. I liked the 3 trainers for the groups - helped to facilitate our lessons.
- More handouts with ideas that can be used in specific situations. Rotate instructors over the days.
- Tangible materials to take to our lessons things we can use with our students! Relate information that flows with the title of training. We thought that this was going to be directly related to Tech Ed.
- Less down (sitting) time!!
- More sharing from small groups from one staff facilitator to another.
- Possibly extend course by 1 day and give more free time.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

SUMMER TRAINING INSTITUTE 1994

SUMMARY EVALUATION

"TEACHING TOMORROW'S WORKFORCE"

I. Overall Evaluation:

A. In general, I felt the Summer Institute was...

14 Excellent 4 Good 0 Fair 0 Poor

B. Are there any general comments that express your feelings regarding the Summer Institute?

*Well organized, good instruction
*Good timing
*My wife enjoyed it as well!
*Very well presented, excellent progression
*Atmosphere was good
*I wanted specific examples, and I got them!
*I liked smaller groups
*Last year's was too large, the group size was excellent this year
*I do think, however, that there should be more time to share with teachers in my content field
*Could it be held on the Eastern Shore, the other half of Maryland?
*Lots of great ideas to take back to my faculty, as well as for use in my own teaching
*I feel I now have the basics to incorporate cooperative learning in my classes with success
*Very relative, addressed problems
*Counting college, 3 workshops - this has been the most informative and the one that modeled cooperative learning the best

C. Please check all the areas/activities that you especially liked and need to be retained:

12 Opening Session
18 Individual Workshop Sessions
13 Tuesday Evening Dinner
0 Other

D. Are there any general comments regarding the activities you participated in and would like to see retained?

*Sessions gave me time to share ideas with others and gain their insights
*Everything was organized very well
*Enjoyed Tuesday night, rather than a formal dinner. Thanks a million to Dr. Dudley!!
*Due to the sessions, I feel more equipped and comfortable. Just as well, Tuesday's dinner was awesome!

E. Please check all areas that need improvement:

1 Opening Session
0 Individual Workshop Sessions
0 Tuesday Evening Dinner
4 Other

F. Are there any additional comments regarding the areas that need improvement?

*More work should be put into how to evaluate students working in groups
*Work on activities after session
*It may have been beneficial to allow some time for participants in the Learning Channels segment to meet with us and discuss overlaps (integrate)
*The integrated lunch - two workshops with administrators, needs some work

II. Hotel Accomodations at Solomons Holiday Inn:

A. Guest Rooms

9 Good 1 Satisfactory 1 Poor

B. Meeting Rooms (size, temperature, lighting, furnishings)

11 Good 3 Satisfactory 0 Poor

C. Food Service

8 Good 6 Satisfactory 0 Poor

D. Personnel (Staff)

8 Outstanding
6 Pleasant and helpful
0 Okay, but not outstanding
0 Poor

E. Are there any comments regarding your stay at the Solomons Holiday Inn (guest rooms, meeting rooms, food service, and personnel)?

*All were very friendly and helpful

III. Program Ideas:

A. Please list at least one idea you will definitely take back to your school/classroom.

*There are too many to possibly list!!
*Cooperative learning
*The need and strategies to teach interpersonal skills
*PALS
*Signatures from Geraldine's opening session
*Will definitely develop group activities, starters were great
*Use of cooperative learning and more ideas, more ways of implementing it in my teaching
*Many concepts and usable techniques dealing with cooperative learning, ROPE!
*Starters, PALS
*Using starters prior to throwing groups together for long projects and expect success
*Cooperative education - all aspects
*Review of research on cooperative learning (p.82-83)
*PALS
*Starters
*Teach behavior, develop PALS before starting major course work; Cooperative learning will be added to established group activities to make what I've already done work even better!!
*Starters as often as I can manage them, emphasis on teaching students interpersonal skills
*Assigning definite roles to group members, having students write lesson plans
*STARTERS!!

B. Please comment on any aspects that were not useful to your position or school system and might be eliminated from future institutes.

*All were useful
*Structure, integrated lunch
*Research quote emphasis
*All was useful information, but could have used hands-on practice with 3-D model
*Jigsaw activities

IV. Institute Trainer:

A. How would you rate your workshop trainer/instructor overall?

14 Excellent 4 Good 0 Fair 0 Poor

B. Would you recommend this trainer to others?

18 Yes 0 No

C. General Comments:

*Too many "Thank you's" began to sound insincere, and more like a cut off or dismissal

V. Institute Format/Organization:

A. Timing - When would be the best time to hold this type of training institute?

3 Early Summer (late June - early July)
14 Late Summer (late July - early August)
1 Early Fall (October)
0 Late Fall (November - December)
2 Winter
0 Early Spring (late March - early April)
0 Late Spring (late April - early May)

*Other Ideas:
- Mid August
- Mid Summer/ the middle of July

B. Length - What would be an appropriate length for the institute?

17 4 full days (8:30 a.m. - 3:30 p.m.)
1 3 full days (8:00 a.m. - 5:00 p.m.)
2 Other:
- 4 full days (9:00 a.m. - 3:00 p.m.)
- perhaps lower hotel package so more "poor" schools could fund teacher attendance and get more teachers to come for 4 full days

C. Other ideas for improving institute?

*Give, in a nut shell, simple presentations to entire school faculties to hook in more teachers for institute
*Perhaps, meet in one of the new schools in our community, or go to a retreat facility so we will all be together
*Offer MSDE credits
*Continue to provide opportunities for relaxation and vacation
*Some things were too repetitive
*Our county needed to send people from all subject areas so we can move forward as a school,it would be easier on students if all teachers would use cooperative learning
*Field trip/Activities
*I like it the way it is!!!!

APPENDIX F

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
TECH PREP MATERIALS ORDER FORM

	# OF PAGES	PRICE	NUMBER OF ITEMS ORDERED
Complete On-Site Visit Binder (as provided to On-Site visit guests, includes sections on: Pathways, Clusters/Course Sequences; Applied Courses; Integration Activities; Counseling/Career Development; and Evaluation)	200+	$30.00	____
Tech Prep General Information Packet (Includes consortium agreement, objectives, organizational chart, brochures, articulation agreement charts, community college role piece, staff role piece, data collection information, plus samples of each county's program of studies that includes the tech prep pathway)		$ 6.50	____
Complete Programs of Study			
Calvert County	45	$ 3.50	____
Charles County	56	$ 4.00	____
St. Mary's County	97	$ 5.50	____
TOTAL SET		$13.00	____
Publication - "Developing Tech Prep: A Process - From Idea Stage to a Working Model" produced by Charles County Board of Education	40	$ 5.00	____
Marketing			
Tech Prep Video (target audience - business/industry/general community)		$10.00	____
Tech Prep Brochure - General Public		$0.10	____
Tech Prep Brochure - Student Focus		$0.25	____
Community College Brochures on Career clusters	3 per set	$0.30/set	____

ORDER FORM (page 2)	# OF PAGES	PRICE	NUMBER OF ITEMS ORDERED
Integration Activities/Applied Course Samples			
Calvert County:			
Applied Mathematics	7		
Computer Assisted Drafting	1		
Industrial Electronics	2		
Principles of Technology	2		
Integration Learning Process	2		
Charles County:			
Implementing Practical Math - Automotive Classroom and Lab	3		
Technology Education Program and Integrated Learning Lab	10+		
St. Mary's County:			
Elements of Algebra - Ramp Races	5		
Introduction to Technology Education	16		
Integrated Academic Activities for Elements of Algebra	47		
Integrated Academic Activities for Elements of Geometry	31		
TOTAL SET:		**$6.00**	_____
Counseling/Career Development Samples			
A Guide For: Planning, Implementing and Evaluating School-Community Career Resource Centers	6		
Charles Bd. of Ed.: Career Technician Job Description	6		
St. Mary's Ed/Career Planning	1		
St. Mary's Department of Curriculum & Instruction: DAT Administration	1		
St. Mary's County Technical Center Graphic Arts: Work Maturity Skills & Daily Grade Worksheet	1		
TOTAL SET:		**$1.00**	_____

Articulation Agreement Samples

Calvert County Articulation w/ CCCC	3+	
Charles County Articulation w/ CCCC	3+	
St. Mary's Co. Articulation w/ CCCC	3+	
TOTAL SET:	**$1.00**	_____

****NOTE: ALL PRICES INCLUDE THE COST OF POSTAGE**

Name: _____

Organization: _____

Address: _____

Phone: _____

Make checks or purchase orders payable to the **Charles County Community College** and mail with this form to:

Southern Maryland Educational Consortium
c/o Charles County Community College/CAR Dept.
ATTN: Joyce E. Rieman
P.O. Box 910
La Plata, MD 20646

Hey—
Guess what?

your career begins NOW!

• paralegal • equipment repair • lasers • biotechnolog
telecommunications • nursing • dental assistin
• air conditioning • plumbing & heating • account
food production • graphic arts • information serv
• tech prep • electronics • engineering tech • cleric
computer programming • clothing & textile
• geriatric care • automotive mechanics • tech prep
cosmetology • medical assisting • data processir
• radiologic technician • carpentry

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Why do I have to deal with this now? I'm not a Senior!

EARLY PLANNING MAKES GOOD $ENSE!

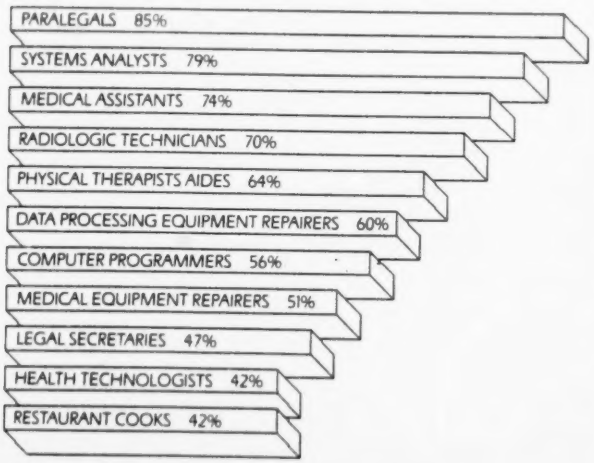
It's not too early to begin thinking and planning for your future. The classes and activities you select in high school and the grades you attain, will help to determine the opportunities available to you upon graduation.

Please don't take your high school years for granted—they're the launching pad to a successful future. Four years pass quickly so start preparing today!

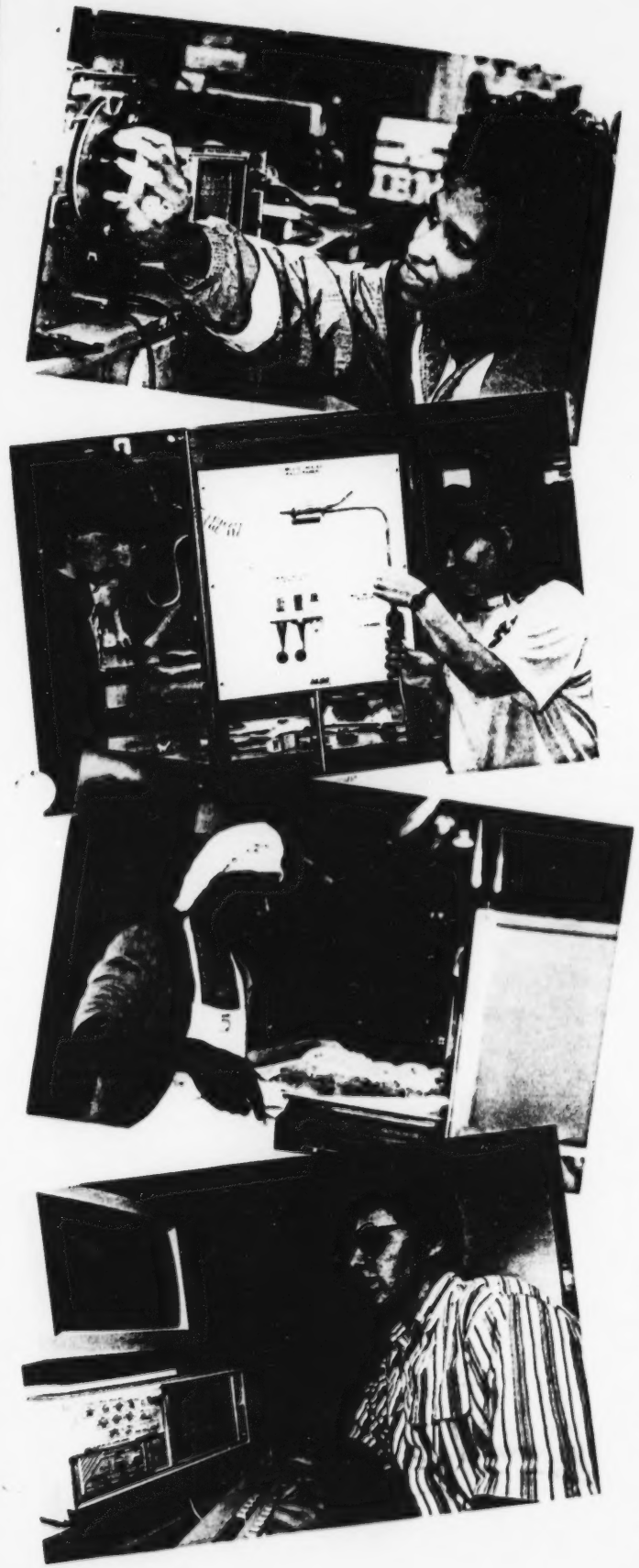
- By the year 2000, the average job will require almost 14 years of formal education and almost half (45%) will require skilled workers.
- College graduates typically earn up to 68% more in a lifetime than people without education beyond high school can earn.
- Statistics show that only 20% of the U.S. population will receive a four-year college degree. Set realistic goals and prepare yourself (with some type of skill) to adapt to changing circumstances.
- Technical training in high school can provide you with job skills you can use **while you continue your education** (i.e. summer and part-time employment) and can qualify you for advanced placement at community colleges.
- Jobs are becoming more technical requiring higher levels of math, science, communication, computer and "teamworking" skills.
- Education does not end when you receive your high school diploma. You must be prepared to continue learning throughout your life—whether in college or on-the-job!
- Careers in the health services cluster are expected to account for the majority of growth in the labor market between 1991–2005 with jobs in the business technologies cluster only slightly behind.
- Good bets for jobs (aside from those listed in the graph) include careers in robotics, lasers, biotechnology, telecommunications, electronics technology, process control technology, nursing, dental assisting, automated manufacturing, machining, merchandising, teaching, computer service technician, and more.

TECHNICAL CAREER OUTLOOK

The fastest growing jobs with a two-year degree (growth rate 1990–2005)*



*Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, Fall 1991.



EXPLORE THE POSSIBILITIES!

• Gather information from a variety of sources about what you may want to do after high school. Check with your parents. Talk to your school counselors. Take a career interest test. With these tests you can find out what your interests and abilities are and relate those interests and abilities to various jobs.

• Investigate different careers at your school's career development center or library. Once you've narrowed your choices talk with your school counselor about additional career exploration opportunities through job shadowing; mentor programs; cooperative education; youth apprenticeship; summer job exploration; or field trips.

• Visit your county vocational/technical center and talk with teachers and students about the types of jobs and salaries available to graduates.

• Set goals—once you've selected a career direction, start setting short and long-term goals. Determine the amount of training and education you will need to reach your career goal. Talk with your school counselor about various options for further education beyond high school and for assistance in seeking financial aid.

What do employers want?

Basic Skills—potential employees must be able to read, write, perform arithmetic and mathematical operations, listen and speak.

Thinking Skills—potential employees must think creatively, be able to make decisions, solve problems, visualize, know how to learn, and reason.

Personal Qualities—potential employees must display responsibility, self-esteem, sociability, self-management, integrity and honesty.

Employers also want:

—Workers who possess some technical knowledge and are capable of working with a variety of technologies (understand proper setup and procedures).
—Workers who are able to identify, organize, plan and allocate resources (use and prepare budgets, keep records).
—Employees who can work with others (participate as a member of a team; negotiate; serve clients/customers effectively).
—Employees who can acquire and use information (organize and maintain information; interpret and communicate information).*

*Secretary's Commission on Achieving Necessary Skills—U.S. Department of Labor. "What Work Requires of Schools." June 1991.

Whether I go to work after high school or go to college, I'll need a decent job. What do I do?

CHECK OUT TECH PREP!

High School ➧ **Community College** ➧ **4-Year College** ➧ **WORK**

(4 years) + (2 years) + (2 years)

Tech Prep is a challenging course of study that will prepare you for a job in a technical career. **Tech Prep** will enable you to complete four years of high school study and to continue your education at a community college or technical school, leading to an associate's degree or certificate.

Many courses within the **Tech Prep** pathway will also enable you to receive advanced placement when you enter the community college (in other words, you may be able to skip the first level of some college classes!!).

In choosing **Tech Prep**, you will receive a four to six-year plan of study (from ninth grade through two years at the community college) that will provide information on what classes are needed to be successful in a given career. This plan will give you more focus earlier in your education and enable you and your parents to make course selections based on factual information. This plan will also help to show you how the decisions you make today will affect your future.

With **Tech Prep** you are encouraged to take the most academically rigorous courses that you are capable of handling—especially in the areas of math and science. **Tech Prep** integrates applied academic courses into the curriculum. These courses blend the traditional academic course content with practical examples of how the content might be applied in an actual job setting.

It is never too early to start planning your career. No matter what career you select, the final goal is a job. The only variable is the amount of education that you will need to obtain your goal. By building a solid academic foundation early in your education you will have more options later, especially if you should change career goals.

Sample six-year plan for electronics technologies *

*This sample is not reflective of any one county in Southern Maryland. Please consult your school counselor for the actual four or six-year plan for electronics.

**College credit will be awarded for introductory electronics courses.

HIGH SCHOOL				COMMUNITY COLLEGE	
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**	**Freshman****	**Sophomore**
English	English	English	English	Composition	Report Writing
Social Studies	Social Studies	Social Studies	Social Studies	Humanities	Sociology
Mathematics	Mathematics	Mathematics	Mathematics	Occupational Health & Safety	Algebra & Trigonometry
Science	Science	Science	Science	Applied Technical Math	PC Boards & Soldering
Physical Ed.	Elective	Electronics I	Physics I	Speech	Computer Circuits
Fine Arts	Technical Drawing	Electronics I	Electronics II	Physics I	Drafting for Electronics
Technology Exploration	Computer Application	Electronics I	Electronics II	Electronic Circuits	Communication Circuits
			Electronics II	Computer Methods	Microprocessor
				Introduction to Engineering Tech.	Electives

ANY QUESTIONS?

Why is Tech Prep needed?

If America is to remain competitive in a global economy it must have workers with higher levels of skill. Good jobs are increasingly dependent upon people who can put knowledge to work. Studies have shown that more than half of our young people leave high school without the knowledge or foundation required to FIND and HOLD a good job. **Tech Prep** is an option available to those students who typically wander through high school unfocused and without career goals.

How will Tech Prep prepare me for the world of work?

It is difficult to predict just what career areas will be in demand from year to year. The list of future jobs that will be available to high school or college graduates is continually changing and expanding. That's why **Tech Prep** offers students a broad, yet focused, foundation of course work that can be applied to a cross-section of occupations. With a solid academic and technical foundation, a worker can change occupations more quickly if an occupation should lose its marketability.

When and how can I sign up for Tech Prep?

You can choose the **Tech Prep** pathway as an option when entering the ninth grade or later if necessary. See your guidance counselor for more details on your school's **Tech Prep** program and for further details on how to sign up.

Once I sign up for Tech Prep can I switch to another pathway later on?

Switching pathways or career clusters is always an option. However, how far along you are in your studies will determine whether or not you may have to take additional coursework in your new pathway and/or cluster.

With the rising costs of tuition, even at community colleges, how can I ever afford college?

There are several options available to help finance a college education: grants, performance awards, scholarships, student employment and loans. Find out what's available by talking with your school's counselor or call the financial assistance office at the college you would like to attend.

I'm definitely planning to go to a four-year college. Why should I even consider taking vocational/technical courses?

If you are currently considering attending a four-year college, learning a technical skill could help you to get a head start in many career areas (e.g. computer-assisted design, nursing, accounting) by giving you hands-on experience. This experience may also help you to determine which career area is best suited for you. And the skills you gain can be a big help in landing that part-time or summer job while you attend college.

I just don't think I'm college material and I have no intention of staying in school beyond high school. Why should I consider Tech Prep?

Statistics show that most high school graduates do end up enrolling for some post-secondary education, whether immediately after high school or within ten years. Don't make the mistake of "floating" through high school. You'll regret it later when you have to take basic classes, offered to you now in high school before you can enter a post-secondary school. **Tech Prep** combines both the academic and the vocational skills that will allow you to be prepared for either the world of work or for continuing education. In other words, you can't lose with **Tech Prep!**

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TECH PREP IS FOR EVERYONE!

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM

CALVERT COUNTY PUBLIC SCHOOLS
CHARLES COUNTY PUBLIC SCHOOLS
ST. MARY'S COUNTY PUBLIC SCHOOLS
CHARLES COUNTY COMMUNITY COLLEGE

For more information on **Tech Prep** in your school contact:

1. YOUR SCHOOL COUNSELOR

2. CALVERT COUNTY PUBLIC SCHOOLS
Coordinator of Technology Preparation
1305 Dares Beach Road
Prince Frederick, MD 20678
410-535-1700

CHARLES COUNTY PUBLIC SCHOOLS
Tech Prep Coordinator
Board of Education
P.O. Box D
LaPlata, MD 20646
301-932-6610

ST. MARY'S COUNTY PUBLIC SCHOOLS
Tech Prep Coordinator
St. Mary's Co. Tech Center
Route 1, Box 49-2
Leonardtown, MD 20650
301-475-5414

3. SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM
Project Director
P.O. Box 910, Mitchell Road
LaPlata, MD 20646
301-934-0730

TECH PREP
SOUTHERN MARYLAND

NONDISCRIMINATION STATEMENT: The institutional members of the Southern Maryland Educational Consortium prohibit any discrimination with regard to employment, educational programs and school/college activities on the basis of sex, race, age, religion, national origin, creed or handicap. Charges of discrimination must be made in writing either to the school system superintendent, the college president, or to the director of the Office of Civil Rights of the U.S. Department of Education.

Project funding provided by grants from the U.S. Department of Education, Office of Adult and Vocational Education (OAVE) and the Maryland State Department of Education, Division of Career, Technology and Adult Learning (DCTAL).

Considering a Career in Electronics, Drafting, Computers, or Engineering Technology ?

Considering a Career in Electronics, Drafting, Computers, or Engineering Technology?

Technicians work with and support various kinds of professional occupations. They understand theories and methods. Technicians have the knowledge and ability to work in all phases of business and government research and design, manufacturing, sales, and customer service. Technicians apply the theoretical knowledge to actual situations.

Career Programs at Charles County Community College

- electronics technology
- computer programming: mainframe
- computer programming: microcomputer
- computer operations
- management skills: small computer
- information services technology
- drafting
- engineering technology

Possible Employment Opportunities:

- government agencies
- banks and insurance companies
- accounting, auditing, and bookkeeping service firms
- hospitals and other medical facilities
- engineering and architectural firms
- colleges and universities
- wholesalers and manufacturers of computer equipment
- transportation industries
- machinery and construction firms
- communication and utilities companies
- private firms

What Will I Do Related to My Career Program:

- prepare detailed drawings
- use computer-aided drafting
- assist in planning and designing
- troubleshoot and revive equipment
- perform research, gather data, and write technical reports
- set up experiments and calculate the results
- install, test, and modify equipment
- devise tests to ensure product quality
- write programs
- provide support for software usage

High School Classes Which Will Help

Tech Prep clusters in your county are designed to coordinate with the community college career programs. Talk to your guidance counselor or career technician in choosing a Tech Prep career plan. High school Tech Prep clusters will guide you in class selections for your career choice.

For additional information, contact:

Career Services and Cooperative Education Department
Charles County Community College
Mitchell Road, P.O. Box 910
La Plata, MD 20646-0910
(301) 934-2251, 870-3008, or 884-8131, ext. 470.

This brochure is designed to encourage any students to enroll in career programs which historically have had a single-gender enrollment pattern. (Example: a female student who wishes to pursue a career in drafting; a male student who wishes to pursue a career in nursing)

Projections for Careers (1988-2005)

Careers	Salary Range	Projected Growth in Maryland 1988-2005	Projections For Maryland in Number of Workers 1988-2005
Computer Operators	$16,800-24,700	55%	1,641
Computer Programmers	$25,000-45,500	70%	19,741
Computer Service Technicians	$16,800-24,700	88%	3,346
Drafters	$19,500-41,600	11%	6,063
CAD Technicians	$20,000-35,000	11%	6,063
Electronics Technician	$16,800-35,000	57%	11,808

VISIONS
American College Testing Program, 1991
Maryland Occupational Information Coordinating Committee

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A detailed description of each of the college's credit programs is included in the college catalog. The college's programs of study are listed below in alphabetical order by the field of study. All programs are approved by the Maryland Higher Education Commission.

Programs of Study

Associate in arts degree programs include:

- Accounting*
- Arts and Sciences
  - Options to Arts and Sciences include:
    - Arts and Sciences: Applied Science and Technology
    - Arts and Sciences: Arts and Humanities
    - Arts and Sciences: Biological Sciences
    - Arts and Sciences: Dental Hygiene
    - Arts and Sciences: Mathematics/Physical Sciences
    - Arts and Sciences: Nursing
    - Arts and Sciences: Social Sciences
- Business Administration
- Computer Programming: Mainframe*
- Computer Programming: Microcomputer*
- Early Childhood Development*
- Electronics Technology*
- Engineering
- Engineering Technology*
- General Studies
- Human Services*
- Information Services Technology*
- Management Development*
- Nursing*
- Paralegal Studies*
- Teacher Education: Early Childhood
- Teacher Education: Elementary
- Teacher Education: Secondary

Associate in arts degree programs offered jointly with Prince George's Community College include:

- Radiography*
- Respiratory Therapy*

Certificate programs include:

- Accounting: Advanced*
- Accounting: Basic*
- Computer Operator*
- Developmental Disabilities*
- Drafting*
- Early Childhood Development*
- Electronics Technology: Basic*
- Electronics Technology: Communications*
- Electronics Technology: Microprocessor*
- Engineering Technology*
- Management Development*
- Management Skills: Small Computer*
- Office Technology*
- Practical Nursing*
- Retail Management: Advanced*
- Retail Management: Basic*
- Word Processing*

*Career programs

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Considering a Career in Nursing or Human Services?

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Considering a Career in Nursing or Human Services?

Nursing and Human Services deliver services directly to clients who may be in need of counseling, therapy, education, or assistance with social or medical problems. As the elderly population increases, so does the demand for these careers.

Career Programs at Charles County Community College

- respiratory therapy
- radiography
- developmental disabilities care provider
- human services
- practical nursing
- registered nursing

Nursing/Human Services Workers Work for:

- laboratories
- government health agencies
- hospitals, nursing homes
- facilities for the mentally retarded and developmentally disabled
- public welfare agencies
- agencies offering adult day care, crisis intervention, counseling, and other social services
- group homes and halfway houses
- clinics, community mental health centers, and private psychiatric hospitals
- private doctors' offices
- industry and other organizational settings

What Will I Do Related to My Career Program:

- provide care for sick
- take vital signs
- give medications
- apply dressings
- instruct patients and families in preventive health maintenance
- give CPR
- take and develop X-rays
- prepare and position patients
- set controls
- operate ventilators
- help with diagnostic procedures
- counsel clients

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Projections for Careers (1988-2005)

Careers	Salary Range	Projected Growth in Maryland 1988-2005	Projections For Maryland in Number of Workers 1988-2005
Licensed Practical Nurses	$14,700-27,200	38%	11,430
Registered Nurses	$28,200-41,000	40%	44,306
Radiographers	$20,900-30,800	30%	excellent
Respiratory Therapists	$21,300-34,000	28%	612
Human Services Workers	$12,000-23,000	28%	4,865

VISIONS
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Maryland Occupational Information Coordinating Committee

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- Teacher Education: Early Childhood
- Teacher Education: Elementary
- Teacher Education: Secondary

Associate in arts degree programs offered jointly with Prince George's Community College include:

- Radiography*
- Respiratory Therapy*

Certificate programs include:

- Accounting: Advanced*
- Accounting: Basic*
- Computer Operator*
- Developmental Disabilities*
- Drafting*
- Early Childhood Development*
- Electronics Technology: Basic*
- Electronics Technology: Communications*
- Electronics Technology: Microprocessor*
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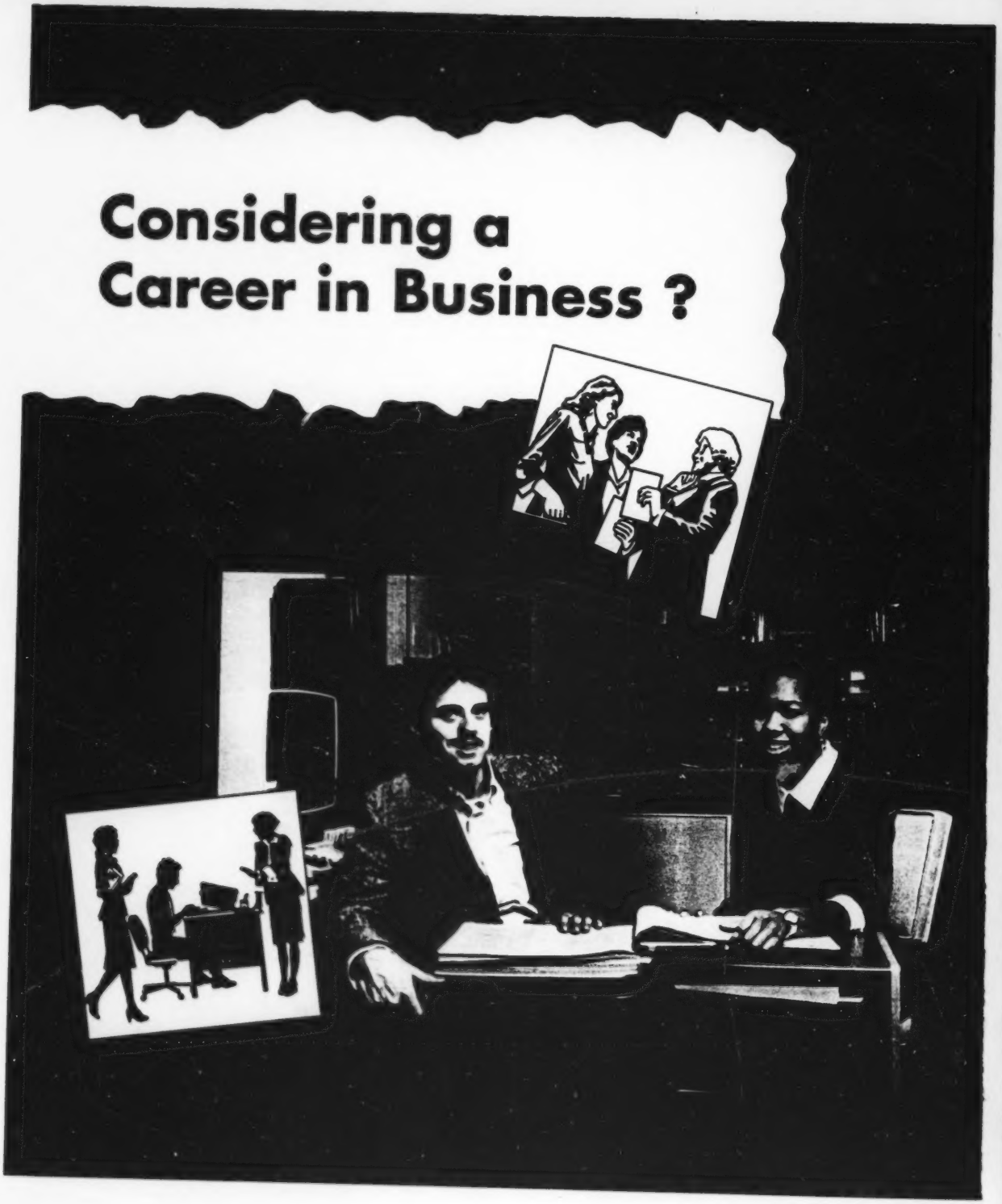
Considering a Career in Business ?



Considering a Career in Business?

Business programs prepare students for careers in accounting, administration, banking, finance, government, labor relations, manufacturing, marketing and sales, personnel, and public relations. Students study accounting, economics, management, finance, and marketing. Individual responsibilities will vary depending on the business or industry selected. Accountants and auditors prepare, analyze, and write financial reports while managers coordinate, direct, or support the actual creation of a product or service.

Career Programs at Charles County Community College

- accounting
- business administration (transfer)
- management development
- retail management
- word processing
- office technology
- paralegal studies
- real estate

Possible Employment Opportunities:

- private companies
- business firms
- schools
- federal, state, and local governments
- physician's offices
- banks
- telephone companies
- law firms

What Will I Do Related to My Career Program:

- provide advice and technical assistance in preparation of budgets
- sell residential and commercial property
- help prepare tax returns and plan estates
- coordinate and direct supportive services
- examine financial records
- prepare, analyze, and verify financial reports
- develop a database
- typing and word processing
- monitor loans and accounts payable
- verify and balance receipts
- help research, analyze, and develop budgets
- develop or revise an accounting system
- assist people complete different types of forms
- manage a branch bank
- review and evaluate company policies and procedures
- examine financial records
- draft documents; contracts and mortgages

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Projections for Careers (1988-2005)

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Accounting Clerks	$13,000-29,000	9%	41,002
Legal Assistants	$19,000-35,000	83%	2,446
Real Estate Agents, Brokers, and Appraisers	$20,000-80,000	25%	4,835
Small Business Managers	$19,035-100,000	19%	moderate growth
Office Machine Operators	$12,000-26,200	15%	1,630
Office Machine Servicer	$15,000-42,000	42%	1,646
Business Manager	$20,000-100,000	4%	holding steady
Word Processors	$15,300-23,600	0%	plentiful
Retail Sales Workers	$9,800-23,000	39%	124,708

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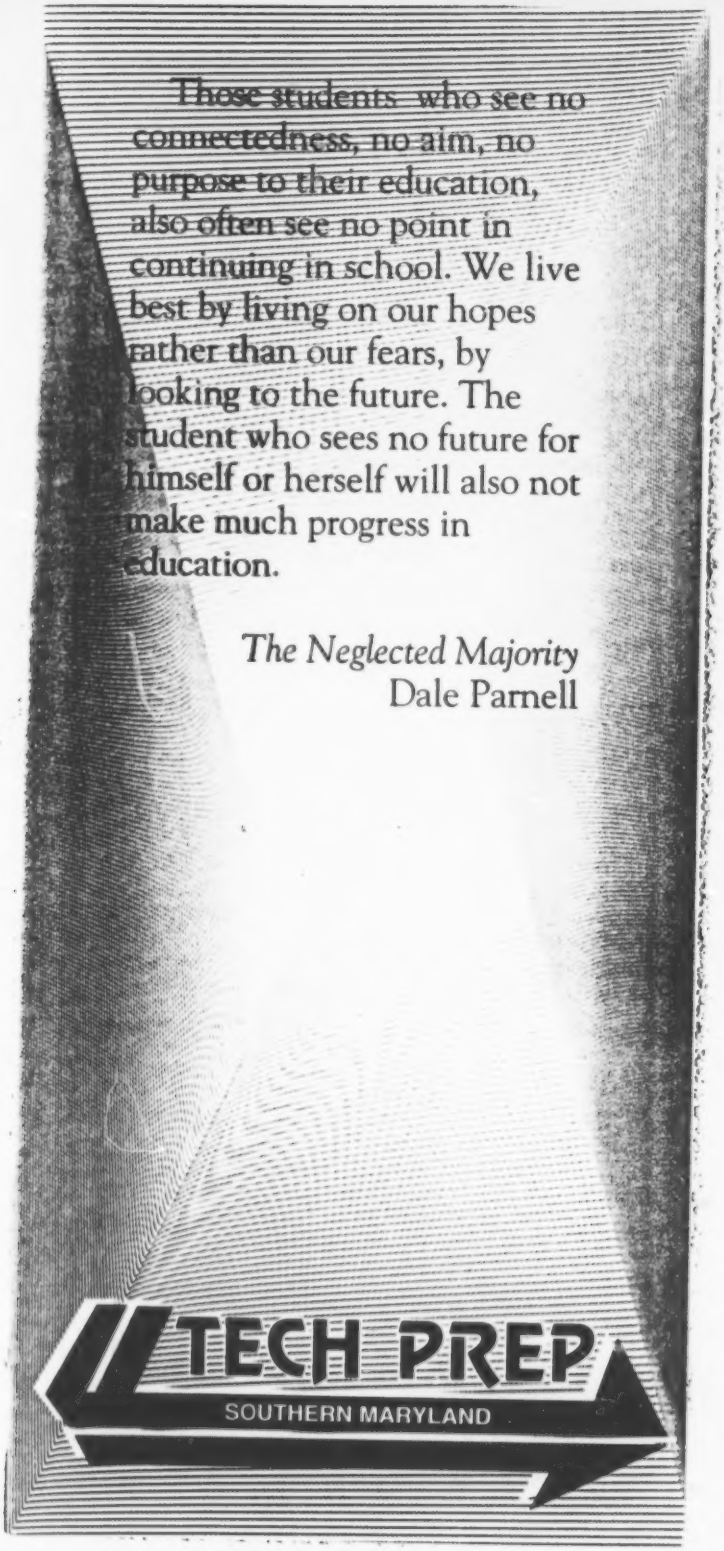
Those students who see no connectedness, no aim, no purpose to their education, also often see no point in continuing in school. We live best by living on our hopes rather than our fears, by looking to the future. The student who sees no future for himself or herself will also not make much progress in education.
The Neglected Majority
Dale Parnell
TECH PREP
SOUTHERN MARYLAND

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TECH PREP is a challenging course of study designed to assure that high school students acquire more technically-oriented knowledge and skills. This coordinated sequence of academic and vocational courses, beginning in the ninth grade, prepares students for lifelong learning including advanced study at community colleges and technical institutions. Students may choose to continue their education at four year colleges and universities.

TECH PREP will assist the school systems in meeting the following goals:

- Improve student achievement
- Assure that all high school students have a clear career goal and a four year plan
- Improve students attitudes toward school and learning
- Increase technical literacy of students
- Increase the percentage of high school graduates attending community colleges, technical schools and four year institutions

Tech Prep in Charles County has been an effective vehicle through which we have encouraged students to pursue more rigorous courses in science and math preparing them for more technically demanding programs.

John H. Bloom, Superintendent of School
Charles County Board of Educatio

After only one year of offering Tech Prep and other pathways, there is overwhelming evidence tha freshmen are more directed and will have greater success with achieving their career goals.

Eugene M. Karol, Superintendent of School
Calvert County Public School

St. Mary's County Public Schools have made a strong commitment to challenge all students to develop their academic and technology-oriented skills to their fullest potential.

Joan D. Kozlovsky, Superintendent of School
St. Mary's County Public School

Tech Prep is an opportunity for innovation we, as educators, cannot afford to miss.

John M. Sine, Presiden
Charles County Community College

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Helping to Meet

The Challenge of the Future

TECH PREP
SOUTHERN MARYLAND

The work world is rapidly changing as jobs become more complex and new jobs demand increased levels of education. Today's student will need to acquire advanced technical skills, increased basic competencies, and greater problem solving abilities to become successful employees of the future. In Southern Maryland, the school systems and the community college have implemented TECH PREP programs to meet this need.

TECH PREP is Students, Teachers, Parents, Counselors, School Boards, Employers, Community College Personnel, Public School Administrators, and Community Organizations working together to provide a stronger, more competitive workforce for the future.

Education does not end with high school. Tech Prep helps prepare students to continue learning throughout their lives—whether in college or on-the-job.

TECH PREP offers these opportunities:

- Higher level skills
- Exploration of several career paths
- Completion of more rigorous math and science courses
- Preparation for a better job
- A headstart on postsecondary programs
- A solid academic and technical foundation to meet future goals
- A clear path into future education or into the workforce
- The integration of academic and technical content through applied courses

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For more information contact:

Southern Maryland
Educational Consortium
Tech Prep Project Office
c/o Charles County
Community College
Box 910, Mitchell Road
La Plata, MD 20646
(301) 934-2251 ext. 443

[illegible]
Supervisor of Instruction
1535 Dorsey Road
Hanover, MD 21076
(410) 551-8253

Charles County Board of Education
Supervisor of Vocational Education
PO Box D
La Plata, MD 20646
(301) 932-6610

St. Mary's County Public Schools
Supervisor of Career & Technology Education
General Delivery
Leonardtown, MD 20650
(301) 475-5511

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This project has been funded by the Maryland State Department of Education, Division of Career and Technology Education, Maryland Department of Economic and Employment Development, and the U.S. Department of Labor.

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THE TECH PREP School-to-Work CONNECTION

ST. MARY'S COUNTY CAREER AND TECHNOLOGY CENTER

Route 1, Box 49-2
Leonardtown, Maryland 20650
Phone: (301) 475-5501
Fax: (301) 475-5420

Applied Technology Exploration

This introductory course provides tenth grade students with an opportunity to explore different Technical Center classes over the course of a year. Students are exposed to several career and technology fields and are able to make appropriate choices when deciding to enroll in a class at the Technical Center.

Programs offered at the Technical Center are designed to:

Provide training in basic skills and technical knowledge.
Assist students in understanding the current job market and its requirements.
Help students develop a personal plan of realistic educational and career goals.
Develop acceptable work habits and attitudes.
Develop salable skills for job entry.
Support the learning of basic academic skills.
Provide information about career and college opportunities.

Admission

The St. Mary's County Technical Center offers eighteen programs in vocational and technical fields. These programs are a two year sequence. Students choosing to enroll in a two year course leading to a certificate should contact their guidance counselor for an application. Priority is given to eleventh grade students who have completed the prerequisites outlined in the program of studies. Students may consider taking the Applied Technology Exploration class in tenth grade as a means to explore opportunities available at the Technical Center.

Credits and Certification

Students can earn 5 credits upon successful completion of a two year course: two credits for the first year, three credits for the second year. Students receive rated competency profiles upon completion of their two year program. Certificates are awarded to students who satisfactorily meet the following requirements:

Attend 90% of class sessions.
Receive a C (70%) or better for each of the four semesters enrolled in the courses.
Complete at least 85% of the competencies with a rating of 3 or better.

Vocational Support Service Team

The Vocational Support Service Team (VSST) assists students in vocational classes. VSST has two components:

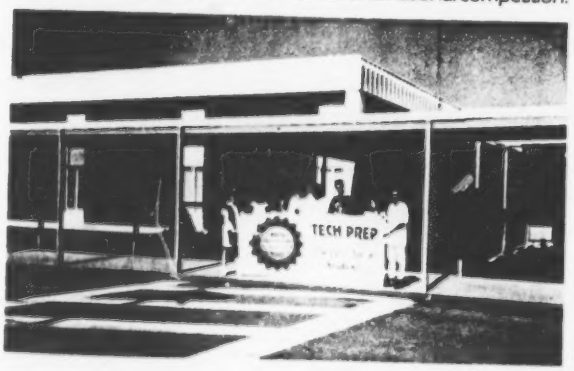
Vocational Evaluation assists students in learning about their vocational interests, aptitudes and potential for training.
Vocational Support provides additional help so students can be successful in their vocational classes.

Career Counseling

The guidance and career counseling program is an integral part of the school. A full-time counselor is available to all students at the Technical Center. It is the role of the counselor to recognize individual differences and encourage students to develop their potentials to the fullest. The counselor assists students with career decision making skills, job seeking skills and post-high school education and training information. In addition, the social and emotional needs of students are addressed.

Vocational Student Organization

Students are encouraged to participate in the student vocational organizations: VICA, FFA, and HOSA. These clubs provide students with leadership skills, professional development and opportunities to participate in local, state and national competition.



Agriscience

Provides students knowledge of biotechnology applications in plant and animal science, natural resource management, forestry, wildlife and land-use planning. Students will participate in leadership activities and work site learning experiences.

Allied Health Careers

Prepares students to work in a variety of health occupations. Students are taught basic procedures, services and patient care techniques for employment in hospitals, nursing homes and doctors' offices. Students will intern in several environments including x-ray, medical laboratory, central services, physical therapy, admitting office, and cardiopulmonary departments. A geriatric aide certificate can be earned during the course of instruction.

Auto Body Repair

Provides instruction in skills to repair damaged and rusted vehicles to their original appearance. Instruction is given in sanding, filling, taping and painting. Some welding, soldering and use of power tools is taught.

Automotive Technology

Provides instruction in repair and maintenance of automobiles. Instruction is given in basic four-cycle theory, clutches, brakes, ignition systems, charging systems, carburetion and diagnostic equipment.

Carpentry

Provides instruction in all phases of construction of residential homes and small buildings. Instruction is given in framing, sheathing, dry wall, paneling, flooring and trim. In addition, the student is taught blueprint reading, painting, finishing, estimating, safety, roofing, siding and maintenance of equipment. Second year students are actively involved in the construction of a house.

Child Care

Provides instruction in understanding how children develop physically, socially, emotionally and intellectually. Students prepare and work in a child care lab with children from ages two to six to develop skills for careers in child care services.

Culinary Arts

Provides instruction in menu planning, purchasing, preparing and serving food, nutrition and sanitation. Instruction emphasizes preparation for careers in commercial food service establishments.

Data Processing

Provides students with hands-on experience in computer operations including monitoring a console and use and care of peripheral equipment. COBOL and BASIC are used to learn programming, debugging and test techniques. Application programs are introduced for spreadsheets, data bases, word processing and graphics.

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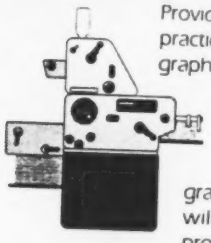
Drafting(CADD)

Provides instruction in general drafting concepts and techniques used in engineering drawing. Students will develop skills in both technical and computer assisted drafting (CADD) which have engineering, architectural, production, structural, electrical and electronic applications.

Electronics

Provides instruction in basic electricity and electronics principles. Advanced technical skills include applications in circuitry, semiconductors, transistors, amplifiers, logic devices and systems.

Graphic Arts and Printing



Provides students with hands-on experience, practical knowledge and skills in the major graphic reproductive processes (composition, paste-up, art work, screen printing, photography, plate making, presswork and bindery). This program prepares students for employment in various graphic and printing specialities. Students will learn terminology, machine use, problem solving, quality control, cost factors, flow of work, work relations and current printing techniques.

Horticulture

Provides instruction in basic areas of greenhouse operations, fruit and vegetable production, landscaping, flower production and flower arranging.

Industrial Engineering

Prepares students for engineering related careers in an industrial setting. Applied engineering concepts in mechanical, structural, electrical, fluid and other systems with application in marine products, small engine and fabrication problem solving experiences.

Masonry

Provides instruction in proper techniques for laying out jobs, spreading mortar, setting brick and block, and building masonry structures. Second year students are involved in the layout and construction of a house.

Plumbing/HVAC

Provides basic instruction in blueprint reading, estimating, laying out and installing domestic water, sewage, and heating ventilation and air conditioning systems. Students study plumbing codes, enforcement rules and regulations governing the trade. Second year students are involved in the layout and construction of a house.

Residential Wiring

Provides instruction in electrical theory and the hands-on skills required to become an electrician. Areas of study include the national electric code, estimating and planning, rough wiring and installing basic fixtures and systems. Second year students are involved in the layout and construction of a house. They are introduced to commercial and industrial wiring, motors and motor controls.

Sheet Metal

Provides instruction in planning, layout, fabrication, assembling, installing and repairing sheet metal products and equipment. Equipment such as shears, brakes, rolls, punches and drill presses are used in the fabrication of sheet metal projects. Emphasis is on heating and air conditioning duct work.

Welding

Provides instruction in oxy-acetylene welding and brazing, shielded metal arc welding, gas tungsten arc welding, gas metal welding, flame cutting, air-arc cutting and plasma arc cutting. Methods of metal fabrication are explored using various welding procedures. Individual and team construction projects provide students with actual hands on work experiences.

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Southern Regional Education Board

The St. Mary's County Public Schools System is a participant in the Southern Regional Education Board (SREB) project to increase the scholastic achievement of all vocational students through the integration of academic and vocational education.

Tech Prep

St. Mary's County Technical Center is committed to the Tech Prep concept which establishes higher expectations and a rigorous, challenging course of studies. Tech Prep is designed to assure that high school students acquire more technical knowledge and skills. This coordinated sequence of academic and vocational courses as outlined in the program of studies prepares students for lifelong learning through advanced study at community college and technical institutions. Students may also choose to continue their education at four-year colleges and universities.

Tech Prep Career Clusters

Applied Business/ Management Technologies	Applied Engineering/ Mechanical Technologies	Applied Health/ Human Services Technologies	Four-Yr. College/ University
Accounting	Agriscience	Allied Health Careers	Humanities
Data Processing	Auto Body Repair	Child Care	Science-Mathematics
Graphic Arts/Printing	Automotive Technology	Cosmetology	
Marketing	Carpentry	Culinary Arts	
Office Technology	Drafting	Fine Arts	
Paralegal	Electronics	Nursing	
	Horticulture		
	Industrial Engineering		
	Masonry		
	Plumbing/HVAC		
	Residential Wiring		
	Sheet Metal		
	Welding		

The St. Mary's County Public School System does not discriminate against students on the basis of race, color, religion, age, national origin, handicapping condition or sex. St. Mary's County Technical Center is open to all students enrolled in St. Mary's County Public Schools.

ST. MARY'S COUNTY PUBLIC SCHOOLS
Leonardtown, Maryland 20650

APPENDIX G

CCCC receives award

Tech Prep program cited

Charles County Community College is the 1992 winner of the American Association of Community and Junior Colleges' Parnell Tech Prep Program Partnership Award.

CCCC's national award was based on the development and implementation of "innovative, cooperative tech prep/associate degree programs with local secondary schools and employers.

"The college is extremely pleased to have been chosen for this award and very proud of the progress Southern Maryland has made in the development and implementation of Tech Prep program," said CCCC President John Sine.

"The partnership that has been established by three county school systems, local employers and the community college has provided a unique opportunity to work cooperatively in an effort to enhance the educational systems of Sothern Maryland."

Sine accepted the award at the AACJC National Conference April 12 in Phoenix, Ariz.

Charles County Community College President John Sine, left, receives the Parnell Tech Prep Program Partnership Award from two of the award sponsors, Carroll Marsalis of the Tennessee Valley Authority and Laura London of AutoDesk Inc.

The project began in 1989 with the formation of the Southern Maryland Educational Consortium which is made up of representatives from the Calvert, Charles and St. Mary's county school systems and the community college. Sine and Smith were instrumental in forming this tri-county alliance to focus on the development and implementation of Tech Prep programs.

"Southern Maryland has received attention, both within Maryland and nationally, for its foresight in developing and implementing Tech Prep. The Charles County Community College deserves recognition for its efforts in bringing together three counties in an attempt to better serve the students and employers of Southern Maryland," said John Bloom, superintendent of Charles County schools.

All three tri-county school systems are now offering a Tech Prep pathway as an option to incoming ninth grade students. In the process, the school systems have also eliminated the general studies option for students.

Tech Prep provides high school students with the opportunity to take both the academic and the vocational courses needed to prepare for a variety of technical careers that will require at least a two-year associate's degree.

CCCC joins only five other community colleges nationally to have ever received the award. Other award recipients for 1992 include Richmond Community College in North Carolina and Portland Community College in Oregon.

Educators, Congressional Aides Get a Look at Tech-Prep

By JOHN D. JOHNSTON
Enterprise Staff Writer

St. Mary's County's technology-preparation curriculum, which was spotlighted on "NBC Nightly News" in November, was on parade again for educators and government officials who came from Washington, D.C., last week.

The group, which included representatives of the U.S. Department of Education and congressional staffers, saw firsthand how the theories of educator Dale Parnell have been implemented at Chopticon and the St. Mary's Technical Center.

Instead of graduating from high school with a general diploma, students not planning on college pursue courses of study designed to prepare them for technical careers in business and management, engineering and mechanics, or health and human services. The program stresses hands-on activities to demonstrate the connection between academic concepts and their applications in the real world.

Chopticon's old industrial-arts shop has been converted into labs for teaching technology education and applied technology. While students still work with wood and metal in applied technology, their energies are no longer focused on building stools or shelves.

Instead, as resource teacher Joseph Baker explained, each student must use what they learn in math and science to build a model racing boat and a model car that uses magnetic levitation. Students get high grades if their boats and cars beat others in elimination races. "We're using these projects as a vehicle to teach math and science concepts," Baker said.

English teacher Janine Adair told the group that her classes for tech-prep students include more authentic experiences such as research on career choices and letter writing, and fewer rote activities such as drills and lectures.

When St. Mary's County began tech prep, it gutted its general math curriculum in the high schools in favor of courses teaching basic algebra and geometry, to make sure that students learn those concepts before they graduate. Jayne Baird, who teaches Elements of Algebra at Chopticon, showed how a lesson on calculating the size and construction cost of a house requires students to apply their knowledge of algebra.

At the technical center, panels of students fielded questions from visitors about their feelings about the changes wrought by the tech-prep programn. Most said they thought their most difficult subject was English, since the courses in that field offered fewer opportunities for group projects and hands-on activities.

Staff Photo by John D. Johnston

Chopticon High School algebra teacher Jayne Baird explains her part of the tech-prep program to educators and congressional staffers who visited the school last week.

VOCATIONAL EDUCATION journal

TECH PREP

How It's Changing Vocational Education

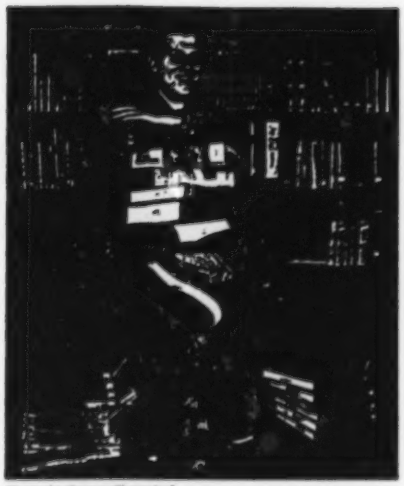
- Keeping Kids in School
- 1992-93 Journal Issue Themes

Published by the American Vocational Association 176 April 1992

On the Right Track

Southern Maryland Schools Revamp Their Curriculum Around Tech Prep

by Kathy Leftwich,
Managing Editor



Photos by Donna Ehrendorf

Jerome Frank, senior, college-prep, aims for University of Maryland:

"When we studied vectors in Principles of Technology, the way that it was presented to me it was much easier for me to understand than the way it was presented in my trigonometry class. Also in algebra 2, the same principles are delivered in two different ways, and that helps me get a better picture."

Daniel Harrison, senior, culinary arts, plans to work to earn money for college:

"I wanted to find a class where I could do something. In other classes, you go to the library or whatever, but here you do something."

The first step toward implementing tech prep in Maryland's St. Mary's County schools was to "eliminate the path of least resistance."

That is how Ronald D. Hoyman, supervisor of career and technology education, characterizes the general curriculum in St. Mary's county schools and others across the country. "Students would come to school and wander around for four years."

Under the district's restructured curriculum, the general track is gone, replaced by tech prep, which encompasses the college-prep and vocational curricula. "What we have done is provide a focus for all students—a coherent, logical sequence of instruction so that when they leave high school, they have somewhere to go."

The program, which was fully in place for this year's freshman class, allows every student to study in one of four clusters—applied business/management, applied engineering/mechanical, applied health/human services or four-year college/university preparatory. Within each of these clusters are specialties—24 in all. They include such programs as accounting, graphic arts, plumbing, cosmetology, practical nursing and culinary arts, for example. The college-prep cluster has two paths: science/mathematics and humanities.

In the eighth grade, students choose the cluster they will enter, based on career aptitude testing, individual counseling and other data. The resulting "program of studies" is the blueprint for their next four years. Their studies become more specialized each year. (See a sample cluster at end of article.)

The cluster system was developed through a consortium that includes representatives of St. Mary's, Calvert and Charles County schools, state education agencies, local businesses and Charles County Community College. The consortium continues to meet monthly to discuss the progress of the program. Currently, St. Mary's and Calvert have programs in full swing.

Funding for this project was provided by grants from the U.S. Department of Labor and the Maryland State Department of Education, Division of Career and Technology Education. Additional support and advice were provided by the Southern Regional Education Board.

The philosophy of SREB Director Gene Bottoms—that "all kids can learn"—ha

The tech prep program has lent new importance to the role of guidance. Students meet regularly with counselors to make sure they are happy in their program.

driven the reform, says Edward F. Fitzgerald, principal of St. Mary's Technical Center, which serves the area's three comprehensive high schools.

"Realistically, we know that some students will drop out, but the goal is continuing education," Fitzgerald says. "To be prepared for the 21st century, everyone will need some form of advanced education."

Delores Datcher, supervisor of vocational education for Calvert County schools, says the program was initiated to "keep students from falling through the cracks."

Therefore, the program is designed to lead students to opportunities for either two- or four-year college degrees. Eventually the St. Mary's program will be fully articulated with the local community college. Currently, only a few business education courses qualify students for advanced placement at Charles County Community College. In Calvert County, this process will soon feature dual enrollment, in which seniors actually attend some classes at the community college.

The key, the administrators say, is options. By providing students with both "book knowledge" and job-specific skills, the program opens a number of pathways for opportunity.

Hoyman points to national statistics that show the average age of community college students to be 35, indicating that many people have had to go back to school and refocus their careers at a later date. "This program helps students process their choices," he says. "They make fewer mistakes."

Curriculum changes

Part of this process is an exploratory technology program for 10th graders. Students spend nine weeks in each of four courses, which gives them the chance to see if a particular field is appealing as a career choice.

Julie Nelson, junior, automotive technology, plans to attend technical school:

"Automotive technology has taught me that you have to do things the right way or they don't work. When I'm in other classes, I think of the brain as a motor."

In conjunction with the new tech prep program, the county's three high schools are offering applied mathematics, science and communications courses and principles of technology. The Technical Center provides more concentrated skill-based courses.

"Preparation for a career begins with basic skills," Fitzgerald says. "With applied learning, those skills become transferable to any program."

At Leonardtown High School, both teachers and students second that comment. Philip Miller, who teaches principles of technology and applied science, says students seem to learn difficult concepts much more easily in an applied setting. One of his students, college-bound senior Jerome Frank, said he has benefited greatly from the introduction of applied courses. "It was much easier for me to understand," he says.

Another major change is a new focus on career guidance. Students now take the Differential Aptitude Test in the eighth grade and go into high school knowing which program of studies they will take. From the ninth grade on, students meet regularly with guidance counselors to determine if they are happy with their choice of program. Until the junior year they may change at any time.

Although it may sound like tracking, Hoyman and Fitzgerald disagree. "This is less tracking that we used to do with a general program," Fitzgerald says. "The expectation for any kid who took a carpentry class was that he would become a carpenter. Now we see that as a skill to fall back on as you pursue additional learning."

They praise tech prep as a way to provide outcome-based education and improve the image of vocational education.

"When everyone is working toward the same goal, it breaks down the turf issues between academic and vocational education by giving equal weight to all programs," Hoyman says. "By giving all students equal footing, it gives them increased interest, self-esteem and motivation."

Changes and results

As with any form of change, the introduction of tech prep has not been easy.

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nor is it complete. Fitzgerald sees the concept as a total evolution of American education, and as such it must be embraced by the entire school system.

So far, St. Mary's County schools have seen remarkable progress. With some new courses now in their fourth year, teachers and administrators at the county's high schools enthusiastically support the program. Hoyman says teachers have risen to the challenge of applied learning and are finding that students are more interested in such courses.

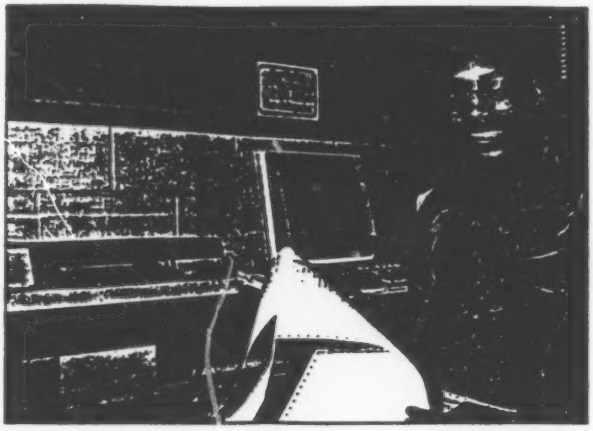
Total staff involvement has been a key to the implementation of the program, says Steven Olczak, principal of Chopticon High School. In creating a new math curriculum, for example, math teachers met with vocational educators to determine how applied math needed to be taught. "We are now starting with the premise of teaching math from a world of work," he says. "That meant that the math teacher had to find out what the sheet metal teacher was doing."

He says the revision of the curriculum also involved local businesses. "In an attempt to educate students for the 21st century, we are creating a new way of teaching academics—we are focusing on making it relevant," he says.

Hoyman says that business also has been supportive of the effort. "They have been telling us for years 'You are sending us kids that can't do'. Now we are sending them kids that can."

And this, Hoyman says, makes the new program a hit with parents, too. "They can see the meaningful goals for the student."

Of course, the true test is with the students. It is still too early to see the complete results of the change. The first students in this program will not graduate until 1995. Principal Olczak says student performance at his school has remained steady, despite a radical new curriculum. "Students are learning a lot of new concepts in a brand-new way, and they are doing as well as ever," he says, noting that real results will begin to show up in four to five years. □



Daryll Coates, senior, data processing, is heading for college to study engineering:

"I see this as a failsafe, in case electrical engineering doesn't work out. It's something to fall back on."

Cluster: Applied Engineering/Mechanical Technologies

Specialization: Drafting

Grade 9	Grade 10	Grade 11	Grade 12
English	**English**	**English**	**English**
Social Studies Civics	**Social Studies** World History	**Social Studies** U.S. History	**Social Studies** Contemporary Issues
Mathematics Elements of Algebra or Algebra 1	**Mathematics** Elements of Geometry or Algebra 1 or Geometry	**Mathematics** Algebra 1 or Geometry or Applied Mathematics 2 or Algebra 2	**Mathematics** (Algebra 2)
Science Earth Space Science	**Science** Biology	**Science** Principles of Technology	**Science** (Principles of Technology 2)
Introduction to Industry & Technology	Communications Technology— Tech. Drawing	Elective	Drafting 2
Fine Arts	(Typing 1) or (Intro. to Computers)	Drafting 1	Drafting 2
Physical Ed.	(Applied Technology Exploration)	Drafting 1	Drafting 2

( ) *Indicates suggested course*

USA TODAY

D • WEDNESDAY, JUNE 1, 1994

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EDUCATION TODAY

Tech prep pushes hands-on academics

By Tamara Henry
USA TODAY

LEONARDTOWN, Md. — Larry McDonald and Ned Patterson are examples of the types of high school students educators hope to attract to school-to-work programs touted by President Clinton.

The Leonardtown High School seniors have divergent career goals but they both are in what is popularly called a Tech Prep program. McDonald, 18, has joined the Air Force so he can train in radio operations on AWAC airplanes. Patterson, 17, is eyeing an electrical engineering career and has an ROTC scholarship to the Massachusetts Institute of Technology.

"My two years of electronics training have prepared me for enrollment in a four-year college," Patterson says. "I wouldn't have gotten into MIT without this."

Tech prep programs are part of a trend that the Education Department refers to as one of the fastest growing curriculum innovations in the United States. Unlike traditional vocational education, tech prep students are taught academic courses such as mathematics, science and communications in ways that combine hands-on technology, critical thinking skills and real-life applications. Educators say the program improves dropout rates and student morale.

Dan Hull, president of the Center for Occupational Research and Development in Waco, Texas, says more than 650,000 students are in tech prep programs across the country and as many as 1.5 million students are predicted for the fall. Although tech prep programs fall under a long-established vocational education law, Hull says their growth is spurred by a bill President Clinton recently signed that authorizes $300 million to states and localities for school-to-work programs.

The Tech Prep program in St. Mary's, Calvert and Charles counties in Maryland represents an elaborate version of what policy makers and educators want in school districts across the country. This consortium is one of the federal government's model programs, says Mary Byrski, project director of the Southern Maryland Educational Consortium. So far, federal grants have totaled about $500,000.

Beginning in elementary school, St. Mary's County students are prompted to think of possible careers. In middle school, students attend career fairs, are tested on interests and aptitude and work closely with various professionals.

All St. Mary's County high school students elect one of four four-year "career clusters" that focus on occupational, technical or college preparatory skills. The clusters are business/management, engineering/mechanical, health/human services and college/university. When students graduate, they either expand their skills at a community or technical college, pursue a bachelor's degree at a four-year college or go to work.

Stephen Olczak says middle school is not too early to think about and plan for the future.

"They are making decisions anyway," says Olczak, who directs St. Mary's County Tech Prep effort. "If you take algebra, that's a career decision. If you don't take algebra, that's a career decision. When we tell kids you can wander into high school and take whatever you want, we're sort of lying."

Showing how math works in vocational-type courses, Patterson eyes the miniature pieces of a timing circuit and explains, "You have semiconductors in one chip. You use chemistry and physics to understand how they work."

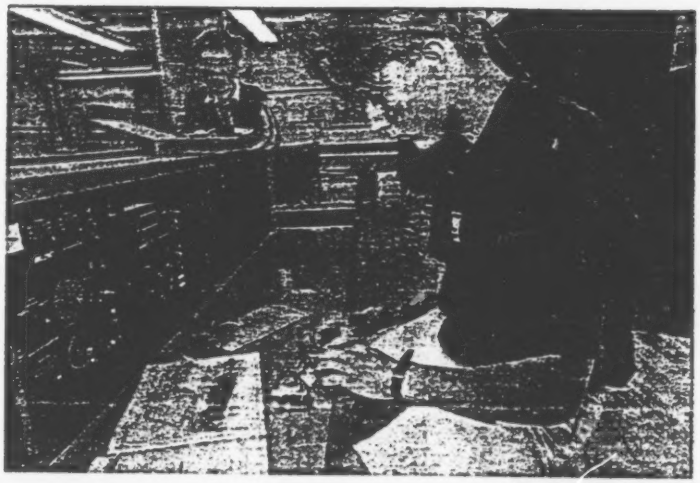
Even George White, the carpentry instructor, stuffs in academics while students build a 1,200-square-foot house on property purchased by the tech center.

"See the gable rafters ... all triangles," says White, pointing to the ceiling frame. "You have the width, height to determine the hypotenuse. We have to make our own rafters, decreasing each in size by an inch. We also have to teach guys to take a piece of pipe from two different places in the house and get them to a certain angle by using the Pythagorean theorem."

Olczak says the consortium's approach eliminates the attitude that "college prep is pretty good but if you're not college prep, you're pretty bad. Only 20% of USA adults have college degrees. What about the other 80%?" Also, the program offers boys and girls similar career planning opportunities.

Tatiana Brandao, 18, graduates with plans to continue studies in phlebotomy, or blood work, that she began with on-the-job training at St. Mary's Hospital. She already has been certified as a geriatric nursing assistant.

"It's been a lot of help," Brandao says of the hospital training. "(Otherwise) I would not like to go to high school. Getting a job at a fast-food place wouldn't do me any good. This is training for the job I'm going to have. It's training for the future."



Photos by Patsy Lynch, AP

LEARNING THEIR WAY: Above, Larry McDonald of Leonardtown, Md., works on an electrical board; right, Tatiana Brandao draws blood in the blood lab.

Everyone has great expectations

Some expectations for tech prep programs:

▶ **Students are focused, interested and achieving.** All students should feel a sense of purpose for attending school, able to make conscious choices for the course of study they pursue.

▶ **Employers and labor organizations are satisfied with abilities and advancement potential of new workers, and employers are willing to hire them.** Achievement would be measured by demonstrable knowledge, skills and abilities — not "seat time."

▶ **Workers are capable of learning new skills and progressing in careers.** Students are not just "trained" for entry-level tasks, but also get solid academics — mathematics, language arts, science and problem-solving skills.

▶ **Parents feel that children are challenged and developed to their full potential.** Reaching one's full potential requires having a clearly defined interest and being able to understand and use one's abilities.

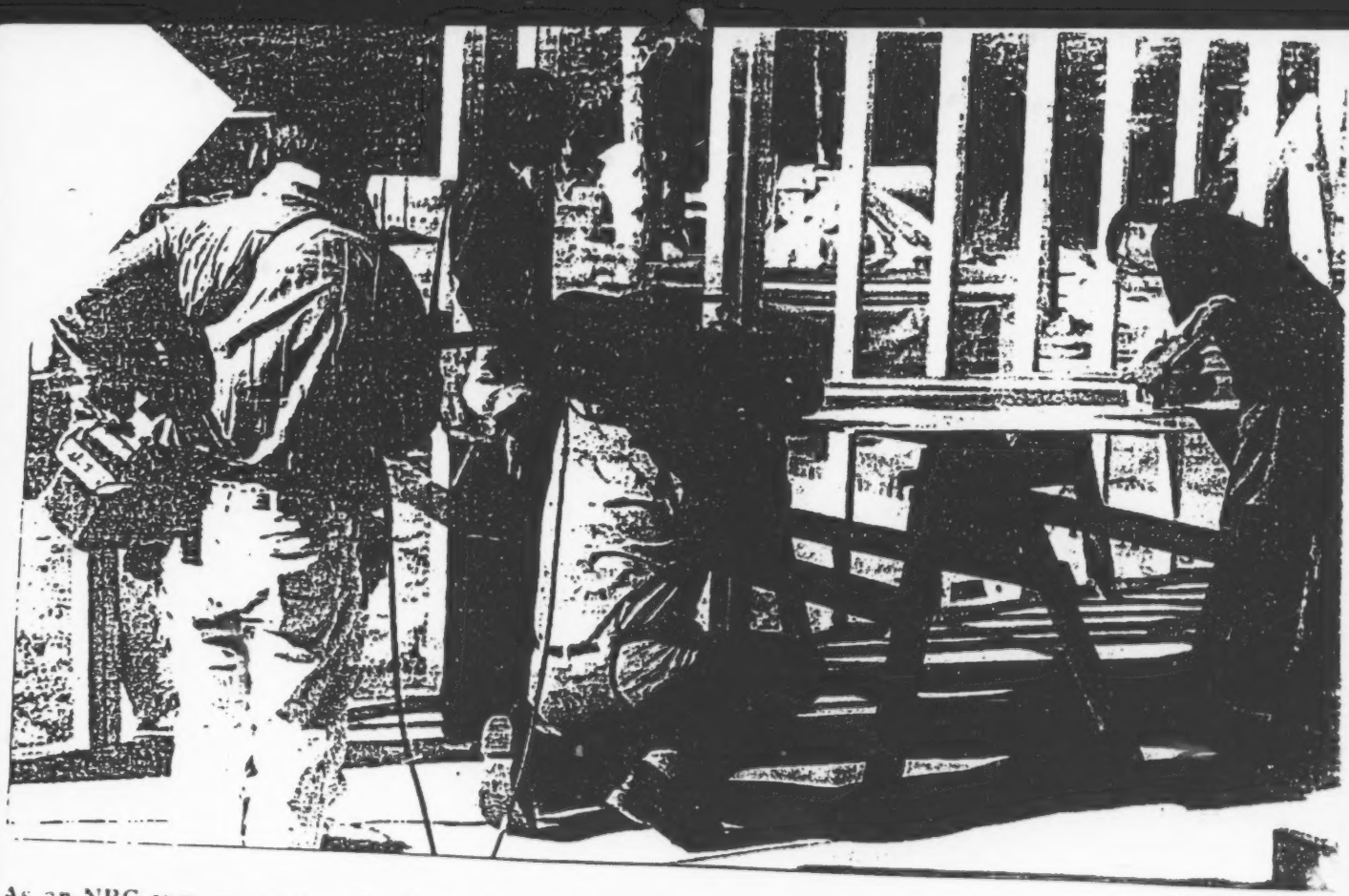
— *Opening Minds/Opening Doors: The Rebirth of American Education*, Dan Hull

Special Insert

USA Today Article

The following article originally appeared in *USA Today*'s Education Today section, June 1, 1994. It was such an important step in increasing the public's knowledge base and exposure to Tech Prep, NTPN felt it should be shared with our members. Please feel free to circulate copies to members of your local consortium, and any other individuals in your realm of influence to promote Tech Prep.

The *USA Today* publicity is a direct result of a concerted effort by CORD and many practitioners to raise public awareness of Tech Prep. We hope and expect it will be followed by similar articles in other national press. If you have had an article or articles published in your local newspaper and would like it to become part of the permanent NTPN publicity folder, please send a reprint or legible copy to NTPN/Publicity, P.O. Box 21689, Waco, TX 76702-1689. These articles will be shared with practitioners and press representatives looking for information on Tech Prep.



Staff Photo by John D.

As an NBC camera watches, St. Mary's County Technical Center students Ronald Meads and Lawrence Nelson c[illegible]ct a house in Wilderness Run. The television network came to St. Mary's County on Thursday to tape a "N[illegible]ay News" segment on the school system's technology-preparation curriculum.

Tech Prep Connects to Real Worl

Curriculum for 'Neglected Majority' Draws National Attention

By JOHN D. JOHNSTON
Enterprise Staff Writer

When carpentry and masonry students from the St. Mary's County Technical Center got to work building their Wilderness Run house Thursday morning, their labors were being captured on videotape for a national audience.

For a "NBC Nightly News" series on education, reporters and camera crews were visiting the technical center, Chopticon High School and Margaret Brent Middle School for an upcoming segment on Southern Maryland's technology-preparation curriculum.

[illegible]d by educator Dale Parnell, tech [illegible]pre, [illegible]ets the "neglected majority" of students whose career plans do not include college. Instead of graduating from high school with a general diploma, students pursue courses of study designed to prepare them for technical careers in business and management, engineering and mechanics, or health and human services.

Through techniques such as team teaching, the schools hope to stress the link between academic knowledge and its practical applications in employment. Stephen Olczak, the technical center's new principal and a prominent spokesperson for tech prep, said that Southern Maryland's public schools have become national leaders in the field.

"We're trying to promote this mode of instructional delivery as the way to go," Olczak said. "Our mission is to make the connection to the real world, which is the world of work. It can be this (the house), it can be high technology–the point is for every kid to connect to a dream, a job they hope to achieve, something that makes them feel good."

Seniors in the school's classes in carpentry, masonry, plumbing, sheet metal and electrical wiring are building two houses in Wilderness Run to gain practical experience in their fields. The St. Mary's County Build Trades Foundation, a group of local bu contractors, helps the school buy empt and sell the finished homes.

The NBC crew was scheduled on Thur to tape classes in applied physics, simu office procedures and technology educ at Chopticon High School, and to visit ca counseling offices at Chopticon and at garet Brent Middle. The segment tentat is set to air Oct. 16.

Since tech prep was adopted three y ago, enrollment at the technical center grown from 350 students to 650 stud causing St. Mary's school officials to cor er an $11.7 million expansion and renova in 1998 for it and neighboring Leonardt High School.

Ideas suggested include combining L ardtown High and the technical center one program, expanding some of the tec cal courses to the high schools, or offe academic courses at the technical cente make the school a comprehensive techn

See TECH PREP, Page

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Tech Prep Nationally Recognized

Continued from Page A-1

high school.

The board of education's six-year school facilities plan would cost $45.1 million, including $22 million from county coffers, to expand the three high schools to hold 1,575 students each. The design for an expanded Great Mills High School, the first project on the list, would likely set the pattern for construction at the other schools.

"What happens with Great Mills is a concern here since this facility (the technical center) serves the entire county," Olczak said. "If you serve more students here, it impacts the number of students at Great Mills and at Leonardtown and Chopticon as well."

Olczak noted that programs like data processing are already taught at all four schools, with the first-year course at the high schools and the second-year course at the technical center.

"It may be feasible that there would be enough demand for Data Processing 2 that it could be run out of the three high schools. That would clear up space for another program here if there was not enough demand for it at the three high schools," Olczak said.

"We see Mr. Olczak drawing the career and technology programs together in a coordinated way, and we see Leonardtown as the ideal site to pull these things together," said Edward Fitzgerald, assistant superintendent for administration.

"Our capital construction committee said we don't know what we want yet for the next seven or eight years so they felt, let's let tech-prep fall into place," he said. "A lot of the kinds of programs for the business world will be changing, so the types of programs we do at the technical center might not be appropriate by then. Communication, for example, is changing rapidly."

Since students normally spend one-third of the school day at the technical center, Fitzgerald said, changing the school into a comprehensive school would demand a lot of classroom space for the academic courses. "And then the question comes up of what courses do you limit the kids from taking since there may be no room, courses like upper-level biology or Latin."

Both Olczak and Fitzgerald, who was the technical center's principal for six years, said that students must be shown the connection between their academic studies and technical studies so they will realize the practical applications of what they are learning.

Linking Apprenticeship with Tech Prep

Students Come Out On Top When Work, Instruction Mesh

by Lynne M. Gilli and Angelo C. Gilli, Sr.

Tech prep has been hailed as a groundbreaking movement. Its blend of rigorous academic and technical study in high school and links to community and technical colleges provide a pathway to many high-tech careers that don't require baccalaureate degrees. But the coursework isn't always enough to guarantee job placement.

That's where apprenticeships can fit into the tech prep picture.

In Southern Maryland, where the tech prep consortium is one of the federal government's model programs, educators have sought opportunities to give students valuable on-the-job work experience that qualifies them for advanced placement at a community college and journeyperson certification.

When the state's tech prep initiative was being planned, Calvert County Supervisor of Instruction Delores Datcher first focused on developing several advanced tech prep pathways leading to associate degrees. Later, she turnd to finding apprenticeships that could begin in high school, link with the community college for related instruction and culminate in an associate degree and journeyperson credential.

Datcher found that cooperative work experience coordinators offer invaluable advice and instruction to students, both on the job and in the classroom. They also can negotiate advanced placement credit from the beginning of the assignment for closely related school and laboratory experiences. An added bonus is that coordinators can help to identify the related instruction that is usually available through the community college system in Maryland.

Serella Brown, for example, enrolled in the child care program at Calvert Career Center to become a child care aide. After the first year of the program, she entered a formalized, high school sponsored work experience program at Little Flock Day Care Center. This offered her many advantages, such as school credit, a paycheck and supervised work experience. She also had a chance to decide if this was the right career for her.

Seeing that the employer was very satisfied with Brown's work, the cooperative work experience coordinator, Donald Gilbert, worked with an outside consultant and a member of the state apprenticeship program staff to negotiate a registered apprenticeship for Brown.

The first step was to ensure that both the employer and Brown understood the responsibilities of a formalized apprenticeship. Next, the related instruction was arranged with Charles County Community College. Through the existing tech prep agreement, the Career Center's two courses in child care fulfilled the requirements of the first two courses in the college program. The set up received the blessing of the Marylar Apprenticeship Training Council.

After her first year, Brown achieved advanced placement through the apprenticeship and credit toward her related instruction requirements at the community college. Through the tech prep pathway that put further educatic in reach, Brown's career aspirations changed from child care aide to day ca director. Since Charles County Community College offers a degree pr gram in child care, Brown will earn bo an associate degree and a certificate of completion recognizing her official jou neyperson status.

For Brown and others like her, an apprenticeship was the best route to su cess.

Youth apprenticeship is one variety work-based learning that combines on-the-job work experience and related instruction to prepare students for employment and a broader understand ing of a career cluster area. These programs provide pathways to traditional registered apprenticeships but are not formalized through a training council.

Though typically less lengthy than a traditional apprenticeship, youth apprenticeships do include paid work experience in the relevant career field. Graduates earn a high school diploma

and, if agreements are in place, credits toward an associate degree or certificate. Most important, they provide the opportunity to learn under the direction of a mentor or master in an occupation.

Tech prep programs offer a great way to involve students in both registered and youth apprenticeships. As in Serella Brown's case, the impetus for the apprenticeship linkage often comes from students and employers involved in effective cooperative education programs.

This approach simplifies matters because students already are working and earning credit toward graduation and employers are acquainted with the quality of their work.

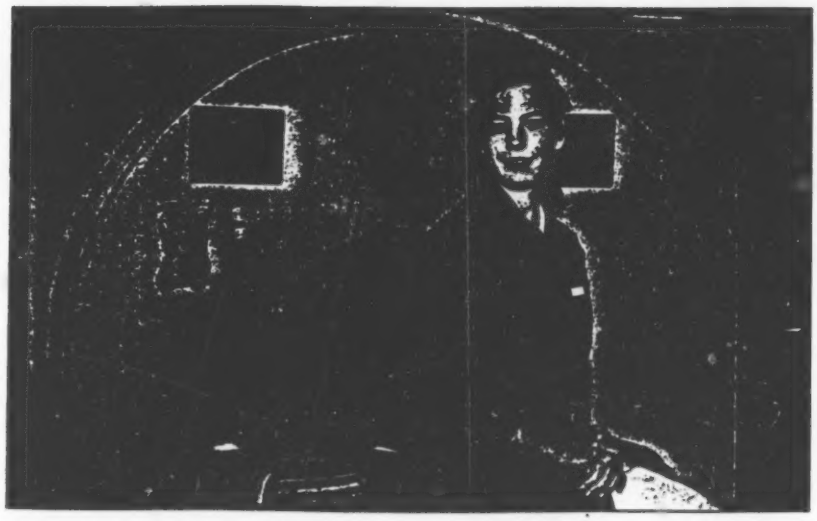
Establishing links

In Calvert County, Maryland, students involved in the tech prep initiative may choose from three career pathways:

- College Prep leads to careers requiring four-year college degrees.
- Advanced Tech Prep leads to careers requiring two-year degrees or further technical preparation.
- Occupational Tech Prep leads to apprenticeships or direct employment.

In Anne Arundel County, Maryland, work experience coordinators are developing a youth apprenticeship program for the hotel-restaurant management industry. Again, the students involved are those already enrolled in work experience programs supervised by school personnel. The related instruction is provided by Anne Arundel Community College, and the courses are credited to a two-year certificate or degree program.

Anne Arundel County also has placed students in registered apprenticeships. Two 17-year-old students are registered apprentices at the Collision Service Center. Putt Willett, coordinator of cooperative education, and James Ketler, a cooperative work experience coordinator, worked out the arrangements for the automotive technician apprenticeships. Based on the education received in automotive mechanics at the Center of Applied Technology North and prior work experience, one apprentice has earned one and a half years of credit toward his total apprenticeship of three years. The related instruction at Catonsville Community College "neatly blends elements of physics, mathematics and electronics with the competencies necessary to become an automotive technician," says Ric Glenn, who heads the program at the college.



Students in the Tech Prep Program in Southern Maryland's St. Mary's County find on-the-job experiences to be rewarding both educationally and financially.

Though arrangements like this can smooth the way from high school into an apprenticeship and/or a community college program, there is a challenge for educators. Often, special arrangements must be made to bring the related instruction component of apprenticeships into tech prep. Under ideal circumstances, tech prep agreements let students dually enroll in high school and community or technical college so they can earn credit at both institutions for completing one course.

When developing related instruction for an occupation for the first time, a good start is to find out from the sponsor what academic skills are considered necessary to adequately master work skills.

Sometimes courses will have to be tailor-made for an occupation. Often compromises must be made, such as having sponsors provide the related instruction at the job site—at their own expense. It takes caring and interested employers to tell educators what they believe workers need to be considered highly skilled. At the same time, the sponsor must be flexible and visionary in order to identify the thinking, computational and communication proficiencies to be developed and honed to ensure that students are prepared to adjust to future changes in the workplace. Experienced educators will find ways to develop entirely new courses, modify existing ones or identify present courses that address the development of the competencies identified.

About the Authors

Lynne M. Gilli is Branch Chief for Career and Technology Services for the Maryland State Department of Education, Division of Career Technology and Adult Learning. **Angelo C. Gilli, Sr.** is President of IDEAS, Inc. and an educational consultant. They wish to acknowledge the contributions of Delores Datcher and Putt Willett to this article.

APPENDIX H

COSMOS CORPORATION

Organizational Capability Statement

1735 Eye Street, N.W. • Suite 613 • Washington, D.C. 20006 • (202) 728-3939

I. INTRODUCTION TO THE FIRM

COSMOS Corporation was founded in 1980. The firm offers management, research, and information technology services to government, foundation, nonprofit, and business clients (see charts for illustrative projects).

COSMOS is distinct among firms offering similar services because its services augment each other, thereby increasing their quality. For example, COSMOS's management services are limited to those topics for which COSMOS has conducted research or developed an adequate information base—so that the services reflect the most advanced state-of-the-art. In addition, COSMOS's research adheres to the highest standards of peer review and publication in recognized professional and academic journals. Similarly, COSMOS's information technology activities draw from the latest in computer-assisted software engineering (CASE) tools, covering PC and mainframe environments.

Since COSMOS's inception, the firm has successfully carried out numerous projects for a broad range of clients. COSMOS's staff deliberately fosters this ability to serve a diverse clientele under diverse conditions. Previous clients have been equally divided among government agencies and private organizations, including: major national foundations, top private businesses and national associations, and government agencies at all levels. Project sizes have varied from small to multi-million dollar scopes of work; project durations have varied from a few months to several years. In serving its clients, COSMOS's objectives are to provide quality work that is useful and to help clients develop their own capacity to perform subsequent tasks independently—thereby reducing the need for further consulting services.

As a result of this successful work, COSMOS grew at a sufficiently high rate—over a six-year period—to be recognized as the 317th best small business in the Inc. magazine "500" in 1987, and as the 383rd best in 1988. COSMOS also maintains high standards of internal operations and financial management. The effectiveness of its performance-based administrative philosophy has produced at least three indicators of COSMOS's managerial strength: the existence of the firm's line of credit at the prime rate, and not undersigned by any individual; the maintenance of stable burden rates in the face of rising costs; and successful annual audits—from COSMOS's inception.

SOUTHERN MARYLAND EDUCATIONAL CONSORTIUM TECH PREP PROGRAM
Study Fact Sheet

What is the purpose of the study?

The purpose of this evaluation is to document the implementation and outcomes of Tech Prep in SMEC's three school districts and community college, and to describe SMEC's dissemination activities to promote Tech Prep. Additionally, the study will develop an evaluation model to be used by SMEC when Tech Prep is fully implemented. The results of the study will be reported to SMEC *only*. SMEC, in turn, will use the information for program improvement, and in their report to the U.S. Department of Education.

Who is conducting the study?

SMEC has contracted with COSMOS Corporation, a social science research and consulting firm located in Washington, D.C., to evaluate the Tech Prep program. Suzanne Raber (Project Director) and Suzanne Merchlinsky (Research Associate) will conduct the interviews, administer the surveys, and analyze and report the data. Judy Alamprese (Senior Project Director) will oversee the evaluation design and implementation. The entire COSMOS team has extensive experience evaluating K-12 education programs.

What topics will be covered in the interviews?

Interviews will be conducted with administrators, teachers, counselors, and curriculum coordinators at the school, district, and community college to answer the following study questions:

1. What strategies are being used by the three school districts and the community college to implement Tech Prep?

2. What institutional outcomes have resulted from the implementation of Tech Prep in these school districts and the community college?

3. What student outcomes have been achieved by Tech Prep?

To answer these questions, the interviews and surveys will cover such issues as: components of Tech Prep; evolution of Tech Prep; and the impact of Tech Prep on curriculum, counseling, staff development, teaching strategies, and student outcomes

What other data are being collected?

In addition to interviews with selected staff, all secondary teachers and counselors at selected schools will be asked to complete surveys which briefly cover the issues addressed in the more extensive interviews. The study team will also analyze student data from the high schools, career/technical centers, and the community college, including: attendance, course enrollment, grades, graduation and dropout rates.

SMEC TECH PREP
Evaluation Plan

STUDY QUESTIONS	DATA SOURCES	DATA COLLECTION SPECIFICS
1. What different strategies are being used by the 3 school systems and the community college to implement tech prep?	Document review Staff interviews Teacher & counselor surveys Classroom observations	School systems, CCCC & SMEC provide COSMOS with necessary documents. COSMOS reviews documents, interviews staff, develops and distributes staff surveys, and observes selected classes.
2. What institutional outcomes have been achieved by tech prep in the 3 school systems and the community college?	Document review Staff interviews Teacher & counselor surveys	School systems, CCCC & SMEC provide COSMOS with necessary documents; COSMOS reviews documents, interviews staff, and develops and distributes staff surveys.
3. What student outcomes have been achieved by tech prep? a. High school outcomes b. Community college outcomes	HS student outcome data CC student outcome data	COSMOS (in collaboration with SMEC, 3 schools systems, & CCCC) finalizes student data sample, appropriate comparison group(s), and student data to be assembled. School systems & CCCC submit data files (or completed coding sheets) & previously assembled class data to COSMOS for review & analysis.
4. What dissemination strategies and activities has the consortium undertaken to promote tech prep?	Document review Site visit participant observations	SMEC provides COSMOS with necessary dissemination documents. COSMOS reviews documents & participates in selected site visits.

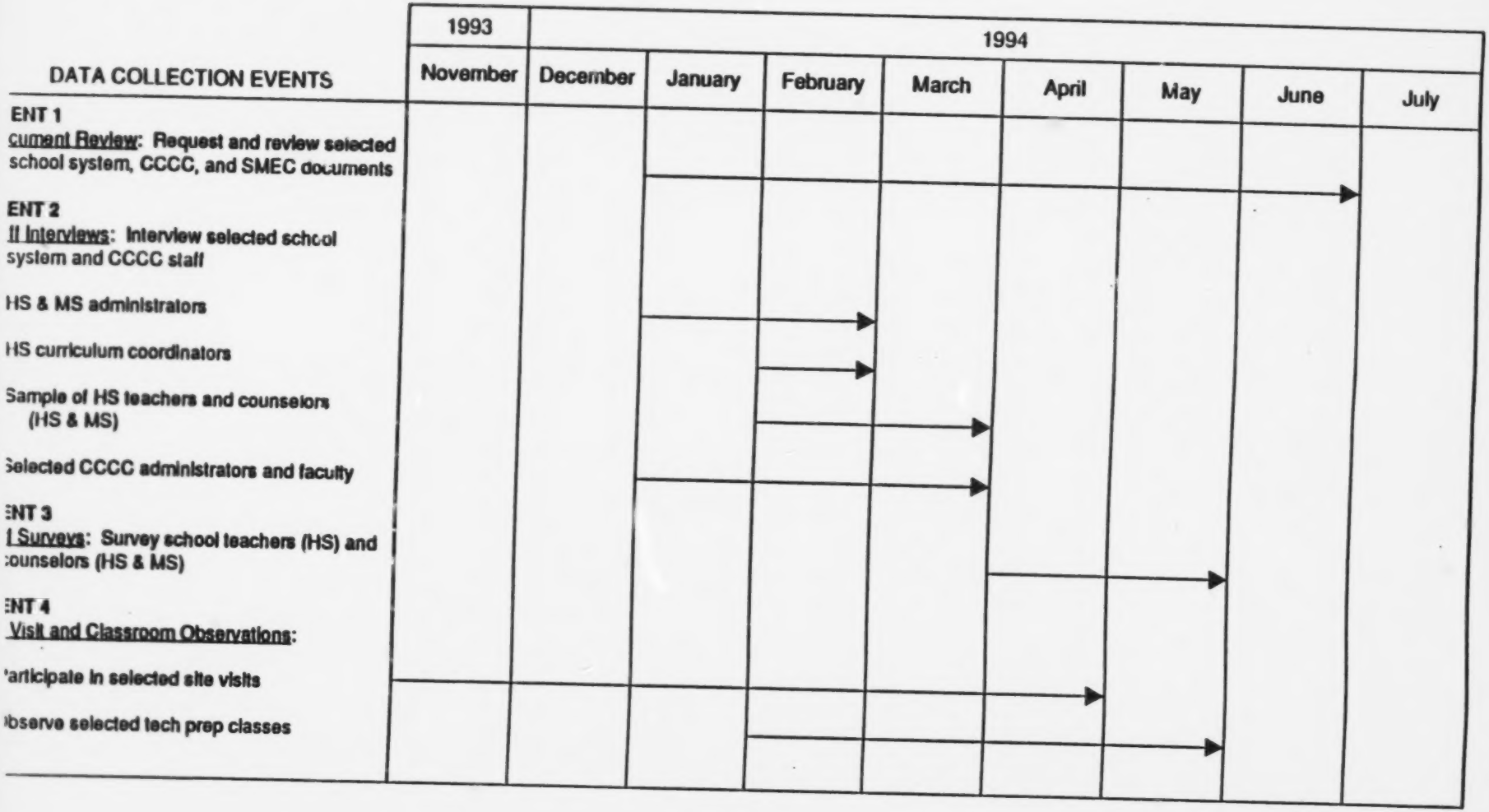
DATA COLLECTION PLAN FOR SMEC TECH PREP

Data Collection Events	Proposed Time Frame
1. Document Review: Request & review selected school system, CCCC, & SMEC documents	
a. COSMOS requests necessary documents	Jan 94
b. Review school system planning guides, curriculum guides, course descriptions, staff development schedules	Jan 94 - Jun 94
c. Review CCCC course descriptions & outlines, articulation agreements, curriculum guides	Jan 94 - Jun 94
d. Review SMEC meeting notes, publications, presentations, site visit agendas & evaluations, dissemination summary reports	Jan 94 - Jun 94
2. Staff Interviews: Interview selected school system and CCCC staff	
a. Administrators involved in development of tech prep	Jan 94
b. HS & MS administrators	Jan 94 - Feb 94
c. HS curriculum coordinators	Feb 94
d. Sample of HS & MS counselors	Feb 94 - Mar 94
e. Sample of HS teachers	Feb 94 - Mar 94
f. Selected CCCC administrators & faculty	Jan 94 - Mar 94
3. Staff Surveys: Survey school teachers and counselors	Apr 94 - May 94
a. Tech prep HS teachers in 3 school systems	
b. MS & HS guidance counselors in 3 school systems	
4. Site Visit & Classroom Observations:	
a. Observe selected tech prep classes	Feb 94 - May 94
b. Participate in selected site visits	Nov 93 - Apr 94
5. HS Student Outcome Data: Collect secondary student data (for class of 1993 & previous classes TBD)	
a. Finalize sample & student data to be collected	Dec 93 - Jan 94
b. Distribute data requirements to 3 school systems & coding forms as necessary (e.g., enrollment in selected courses & grades, program completion, GPA, attendance, counseling received (educational plans), demographics)	Jan 94
c. School systems submit data files or coding sheets to COSMOS	Feb 94 - Apr 94
d. Review already compiled student data (e.g., Senior Survey reports; class data for enrollment, attendance, graduation & dropout rates, general studies enrollment, GPA, CC enrollment)	Apr 94 - Jun 94
6. CC Student Outcome Data: Collect community college student data (for SMEC class of 1993)	
a. Finalize sample & student data to be collected	Dec 93 - Jan 94
b. Distribute data requirements to CCCC (e.g., placement test scores, student enrollment & grades in selected courses, degree program)	Jan 94
c. CCCC submit 1st semester data files to COSMOS	Feb 94 - Apr 94
d. CCCC submit 2nd semester data files to COSMOS	Jun 94 - Jul 94

DATA COLLECTION PLAN FOR SMEC TECH PREP

Data Collection Events	Proposed Time Frame
1. Document Review: Request & review selected school system, CCCC, & SMEC documents	Jan 94 - Jun 94
2. Staff Interviews: Interview selected school system and CCCC staff	
a. HS & MS administrators	Jan 94 - Feb 94
b. HS curriculum coordinators	Feb 94
c. Sample of HS teachers & counselors (HS & MS)	Feb 94 - Mar 94
d. Selected CCCC administrators & faculty	Jan 94 - Mar 94
3. Staff Surveys: Survey school teachers (HS) & counselors (HS & MS)	Apr 94 - May 94
4. Site Visit & Classroom Observations:	
a. Participate in selected site visits	Nov 93 - Apr 94
b. Observe selected tech prep classes	Feb 94 - May 94
5. Student Outcome Data: Collect HS & CC data (for class of 1993 & previous classes TBD)	
a. Finalize sample & student data to be collected	Dec 93 - Jan 94
b. Distribute data requirements to 3 school systems & CCCC	Jan 94
c. School systems & CCCC submit already compiled student data	Feb 94
d. School systems submit data files or coding sheets to COSMOS	Feb 94 - Apr 94
e. CCCC submit 1st semester data files to COSMOS	Feb 94 - Apr 94
f. CCCC submit 2nd semester data files to COSMOS	Jun 94 - Jul 94

DATA COLLECTION PLAN FOR SMEC TECH PREP



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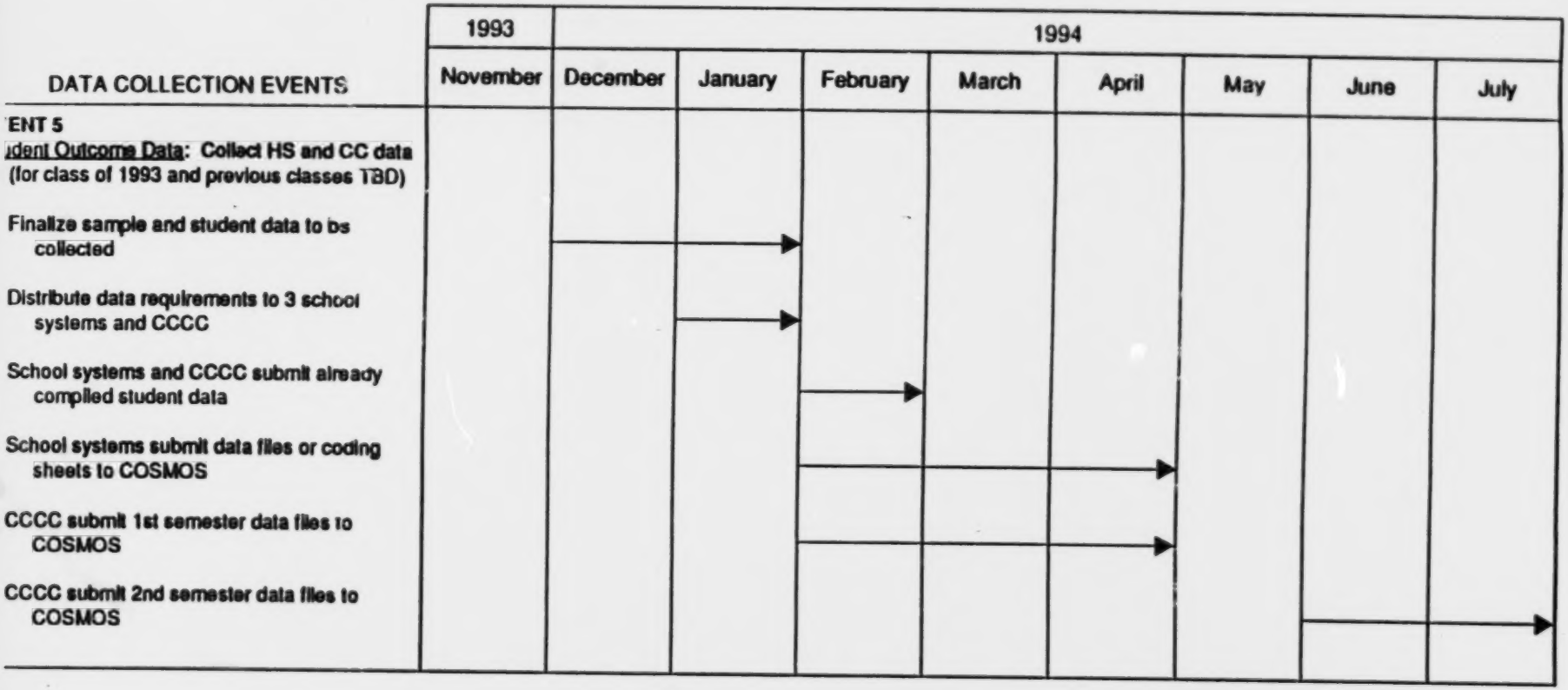
Data Collection Plan for SMEC Tech Prep, (Continued)


1993
1994
DATA COLLECTION EVENTS
November
December
January
February
March
April
May
June
July
ENT 5
dent Outcome Data: Collect HS and CC data (for class of 1993 and previous classes TBD)
Finalize sample and student data to be collected
Distribute data requirements to 3 school systems and CCCC
School systems and CCCC submit already compiled student data
School systems submit data files or coding sheets to COSMOS
CCCC submit 1st semester data files to COSMOS
CCCC submit 2nd semester data files to COSMOS

SMEC TECH PREP
COUNSELOR ADMINISTRATOR INTERVIEW PROTOCOL
(District Level)

Interviewee's Name:

Position:

District:

Phone:

# of Years with District:

Interviewer:

Date of Interview:

Study Question #1: First, I'd like to ask you some questions about how Tech Prep has been implemented in your school district.

1. Have you been involved in the planning and implementation processes? If so, in what way? When?

2. Have you attempted to promote Tech Prep among students? If so, what strategies have you used?

3. What are the differences between Tech Prep and non-Tech Prep classes (including classes pre-Tech Prep), in terms of:

   - Content?
   - Format?

4. What differences (if any) are there between a Tech Prep and non-Tech Prep student, in terms of:

- Career awareness?
- Course requirements and sequence?
- Counseling strategies?
- Additional services?
- Any other differences?

Study Question #2: Now I'd like to ask some questions about institutional outcomes which may have resulted from the implementation of Tech Prep.

1a. How has Tech Prep changed your curriculum, in terms of:

- Restructuring around career pathways
- Integration of technical and academic content
- Articulation with the CC curriculum
- Teaching methods

1b. Describe the process for achieving these changes.

- Who was responsible for the changes?
- When did the changes occur?
- How did the changes occur?

1c. How are state graduation requirements reflected in the Tech Prep curriculum?

2a. Have your district's counseling approach and activities changed as a result of Tech Prep? If so, how?

2b. Describe the process for achieving these changes.

3a. Have your district's staff development process and activities changed as a result of Tech Prep? If so, how?

- Format, content?
- Is staff development mandatory?
- Is it ongoing?

3b. What staff development activities have your staff participated in to prepare

for Tech Prep? Which staff?

3c. What staff development activities have you participated in to prepare for Tech Prep?

Wrap-up Questions:

1. What has been your overall impression of the Tech Prep program?

   - Strengths
   - Weaknesses
   - Suggestions

2a. How did you first feel about having Tech Prep in your district?

2b. Has your attitude changed? If so, how?

2c. What factors have influenced your attitude toward Tech Prep?

3a. What factors have facilitated the implementation of Tech Prep?

3b. What barriers have you encountered?

4. Do you have any additional comments regarding the implementation of Tech Prep and its outcomes?

Southern Maryland Educational Consortium
Tech Prep Program

COUNSELOR SURVEY

The purpose of this survey is to find out about your involvement in the Tech Prep program and to get your opinions about Tech Prep and its implementation in your school district. To ensure confidentiality, please do *not* write your name on this survey.

Counseling Assignment

Please complete the following information about your counseling assignment *during the 1993-94 school year.*

1. School (Please check one)

Calvert County Schools	Charles County Schools	St. Mary's County Schools
☐ Calvert High School	☐ Thomas Stone High School	☐ Chopticon High School
☐ Northern High School	☐ Westlake High School	☐ Leonardtown High School
☐ Calvert Career Center	☐ Charles County Career and Technology Center	☐ St. Mary's County Technical Center
☐ Middle School (Specify_____)	☐ Middle School (Specify_____)	☐ Middle School (Specify_____)

2. Grade levels assigned (Check all that apply)

☐ 06 ☐ 07 ☐ 08 ☐ 09 ☐ 10 ☐ 11 ☐ 12

3. Number of students assigned to you _____

Background Information

1. How many years have you been a secondary school counselor?

____ Total years ____ Years in this district

2. In which of the following areas do you work with students? (Check all that apply)

☐ Career awareness and development
☐ Career/vocational aptitude testing
☐ Vocational support services
☐ Course selection
☐ Occupational objectives
☐ Post-secondary planning
☐ Job placement services
☐ Work-site learning experiences
☐ Counseling on personal issues
☐ Other (Please specify _____

Tech Prep: Involvement, Implementation, and Opinions

1. What has been your involvement in the planning and implementation of Tech Prep *during the last three years*? (Check all that apply)

- ☐ Served on planning or steering committee for Tech Prep
- ☐ Helped develop Tech Prep curriculum pathways and clusters
- ☐ Helped develop articulation between secondary and post-secondary curricula
- ☐ Helped develop four-year individual student plans
- ☐ Taught career awareness/development classes
- ☐ Worked with teachers to integrate career development activities into instruction
- ☐ Scheduled representatives from business/industry to visit classes
- ☐ Trained teachers to advise students on Tech Prep requirements and options
- ☐ Spoke to parent or student groups about Tech Prep and the opportunities and choices it offers
- ☐ Participated in Tech Prep meetings with business or community leaders
- ☐ Attended local in-service workshop(s)/training on Tech Prep
- ☐ Attended state/regional workshop(s)/training on Tech Prep
- ☐ Attended national conference on Tech Prep
- ☐ Conducted workshop(s)/training on Tech Prep
- ☐ Presented material at national Tech Prep conference
- ☐ Visited Tech Prep programs in other school districts
- ☐ Other (Please specify _____)
- ☐ Have not been involved in the planning or implementation of Tech Prep

2. Have you participated in any staff development activities (e.g., in-service workshops, seminars, conferences, training institutes) which addressed Tech Prep-related topics? (Check all that apply)

- ☐ General information about Tech Prep
- ☐ Career development counseling
- ☐ Job placement assistance
- ☐ Labor market trends
- ☐ Methods of promoting Tech Prep and marketing to students, parents, and potential employers
- ☐ Recruitment, placement, and retention of students for Tech Prep
- ☐ School relationship with business/industry/labor
- ☐ School-to-work (work-site learning)
- ☐ Integrating vocational and academic content
- ☐ Effective ways to raise and achieve higher expectations
- ☐ Recognizing and accomodating different learning styles
- ☐ Promoting cooperation between secondary and post-secondary staff
- ☐ How mathematics, science, and/or communications competencies are applied in the work setting
- ☐ Other (Please specify _____)
- ☐ Have not participated in any staff development activities on Tech Prep-related topics

3. Have you seen any changes in staff development activities *in the last three years*? (Check all that apply)

- ☐ Staff development activities are held more frequently.
- ☐ Topics covered are more relevant to instruction.
- ☐ There have been more opportunities to attend conferences or training institutes.
- ☐ Other (Please specify _____)
- ☐ I have not seen any changes in staff development activities in the last three years.

4. Have you seen any of the following changes in the curriculum? (Check all that apply)

- ☐ Curriculum (i.e., course selection and sequencing) restructured around career pathways and/or clusters
- ☐ Technical and academic content integrated
- ☐ Academic content integrated across disciplines
- ☐ Secondary curriculum articulated with community college curriculum
- ☐ Have not seen any of the above changes in the curriculum

5. Which of the following career development activities were conducted in your school this past year? (Check all that apply)

- ☐ Career awareness and exploration for students in Tech Prep
- ☐ Special career development classes
- ☐ Career development activities integrated into academic and/or vocational courses
- ☐ Work-site learning integrated with school-site learning
- ☐ Individual career development counseling
- ☐ Use of special career counseling materials developed especially for Tech Prep students
- ☐ Support services for Tech Prep students with special needs
- ☐ Use of a "program of studies" to help develop students' educational plans
- ☐ Development of individual plans for Tech Prep students, indicating courses to be taken at the secondary and post-secondary levels
- ☐ Student access to or use of career exploration software
- ☐ Student trips to employer work sites
- ☐ Job placement assistance for exiting students
- ☐ Contact with a business/industry representative in a field related to the Tech Prep curriculum
- ☐ Labor market analysis to inform curriculum development
- ☐ Other (Please specify _____)
- ☐ No career development activities were conducted in my school this past year.

6. How have you attempted to promote Tech Prep among students and parents? (Check all that apply)

- ☐ Developed bulletin boards/posters in school
- ☐ Developed brochures or other literature for students and parents
- ☐ Conducted Tech Prep orientation for parents and students
- ☐ Conducted small group meetings for parents and students to develop 4-year individual student plans
- ☐ Facilitated student visits to career and technology center
- ☐ Other (Please specify _____)
- ☐ Have not attempted to promote Tech Prep among students

7. Have you received sufficient support to implement Tech Prep? Please circle the letter indicating the level of support yc have received in each of the following areas:

Level of support
O=Outstanding S=Sufficient I=Insufficient N=None

Areas of Support	Level of Support			
Materials	O	S	I	N
Staff development	O	S	I	N
Professional development time	O	S	I	N
Support from other counselors	O	S	I	N
Support from teachers	O	S	I	N
Support from school principal	O	S	I	N
Support from central administration	O	S	I	N

8. Please circle your responses to the following statements using this scale:

SA = Strongly agree A = Agree U = Uncertain or neutral D = Disagree SD = Strongly disagree

	Agreement Scale				
I encourage students to take higher levels of math and science courses than I did prior to the implementation of Tech Prep.	SA	A	U	D	SD
Tech Prep is beneficial for *all* students.	SA	A	U	D	SD
Tech Prep is beneficial for former general "track" students.	SA	A	U	D	SD
Tech Prep has increased the academic rigor of courses for former general "track" students.	SA	A	U	D	SD
Students seek career guidance more often since the implementation of Tech Prep.	SA	A	U	D	SD
I feel more able to help students with post-secondary and career goals since the implementation of Tech Prep.	SA	A	U	D	SD
Integrating academic and vocational skills is crucial to Tech Prep success.	SA	A	U	D	SD
Tech Prep is just another short-lived educational innovation.	SA	A	U	D	SD
Tech Prep helps to orient students to current work place requirements.	SA	A	U	D	SD
Tech Prep has not changed vocational education.	SA	A	U	D	SD
Tech Prep will effectively prepare students for post-secondary education and/or future employment.	SA	A	U	D	SD
Tech Prep is not appropriate for college-bound students.	SA	A	U	D	SD
Students are more focused on career goals since the implementation of Tech Prep.	SA	A	U	D	SD
Students exhibit a more business-like, purposeful attitude since the implementation of Tech Prep.	SA	A	U	D	SD
I support the continuation of the Tech Prep program.	SA	A	U	D	SD

9. How has the implementation of Tech Prep in your school affected you?

10. What is your overall impression of Tech Prep? Likes? Dislikes?

11. What suggestions do you have for improving Tech Prep?

12. Other comments:

Please seal this survey in the envelope provided and send it to your Tech Prep Coordinator via PONY mail by June 22, 1994

THANK YOU FOR YOUR HELP

This survey was developed by COSMOS Corporation for the Southern Maryland Educational Consortium.
Some items were adapted from the following sources:
Local Tech Prep Implementation Survey (National Center for Research in Vocational Education)
Inventory of Local Tech-Prep Planning and Implementation (Mathematica Policy Research, Inc.)
Maryland Tech Prep Evaluation Project Counselor Survey (University of Maryland at College Park)

APPENDIX I

For the COSMOS final evaluation report,
see CE 069 317

APPENDIX J

U.S. Department of Education
Tech Prep Demonstration Grant

Final Budget Report
2/3/95

Category	Original Grant Amount	Final Expenditures
Salaries	$ 85,100	$ 76,934
Fringes	$ 20,664	$ 25,365
Supplies (general)	$ 1,778	$ 3,805
Meeting Supplies	$ 15,500	$ 3,385
Travel/Conference	$ 50,856	$ 70,527
Consultants	$ 17,700	$ 18,985
Subcontracts	$228,112	$215,793
Other:		
Telephone	$ 4,600	$ 4,938
Postage	$ 5,760	$ 2,407
Printing/Copying	$ 42,300	$ 50,231
Indirect	$ 37,789	$ 37,789
TOTALS:	$510,159	$510,159